



**AN ANALYSIS ON STUDENTS' DIFFICULTIES OF SPEAKING
ENCOUNTERED BY EFL LEARNERS**

**(A Descriptive Study on Third-Semester Students of English Education
Department Faculty of Teacher Training and Education Pancasakti
University Tegal in Academic Year 2020/2021)**

RESEARCH PROJECT

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by :

LIA WIYANA

NPM 1616500024

ENGLISH EDUCATION PROGRAM

TEACHER TRAINING AND EDUCATION FACULTY

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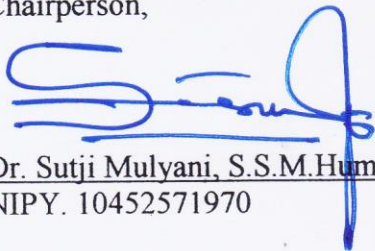
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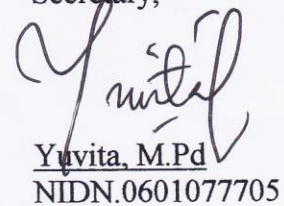
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Dr. Sutji Mulyani, S.S.M.Hum
NIPY. 10452571970

Secretary,



Yuvita, M.Pd
NIDN.0601077705


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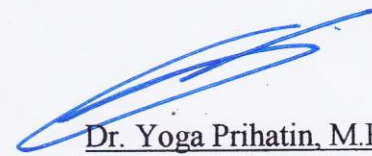
Yulia Nur Ekawati, M.Pd
NIDN. 0628078402

Second Examiner/ Second advisors,



Sumartono, M.Pd
NIDN. 0627086901

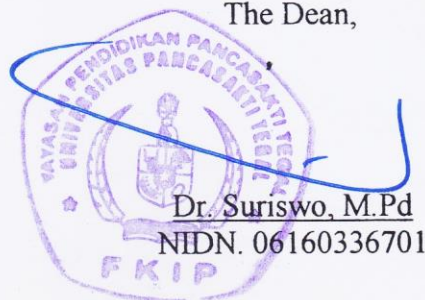
Third Examiner/ First Advios,



Dr. Yoga Prihatin, M.Pd
NIDN. 0603067403

Approved by,

The Dean,



Dr. Suriswo, M.Pd
NIDN. 06160336701

STATEMENT OF ORIGINALITY

I state that my research project entitled “AN ANALYSIS ON STUDENTS’ DIFFICULTIES OF SPEAKING ENCOUNTERED BY EFL LEARNERS” is definitely my own work.

In writing this research project, I do not make plagiarism or citation which inconsistent with the scientific ethic prevailed in the scientific community.

I am completely responsible for originality of the content of this research project. Others’ opinion or findings included in this research project are quoted or cited adjusted to the critical standard.

Tegal, february 2021

The writer



Lia Wiyana

NPM. 1616500024

MOTTO AND DEDICATION

MOTTO

Stay pretty and be kind. Be educated. Dress well. Get money.

DEDICATION

This research project is dedicated to:

- H. First of all, thanks to Allah, who always gives me the best for everything in my life.
- I. My beloved parents (Bapak H. Abdul Wahid and Ibu Hj. Jamilah).
Thanks for your love, pray, bless, and always supporting me to finish this research.
- J. My self, thanks for doing great.
- K. My beloved advisors (Dr. Yoga Prihatin, M.Pd and Sumartono, M.Pd.).
Thanks for guide me, for the lesson I have ever got, and helping me to finish this research.
- L. My big family, my sisters and brothers. Thanks for your support. Finally, I have finish this research.
- M. My beloved man (Azwar Raharjo). Thanks for your support and time involvement.
- N. All my beloved friends in class A, B, C of English Department. Thanks to supporting me to finish this research. Especially class B, my great clas that always giving encouragement and always creates the best moment in everyday on campus.

PREFACE

In the name of Allah, the most meaningful, the most beneficent. Alhamdulillah, all praises to Allah SWT for the blessing, health, and inspiration, so the writer finally has succeeded in finishing this research project. The peace is upon our prophet Muhammad SAW, with his family and his followers. This research project entitled **“AN ANALYSIS ON STUDENTS’ DIFFICULTIES OF SPEAKING ENCOUNTERED BY EFL LEARNERS”** is submitted as partial fulfillment of the requirements for S1 degree of English Education Department study program at Teacher Training and Education Faculty Pancasakti University Tegal.

The writer realize that cannot complete this research project without help and guidance from others. The writer has obtained a lot of help from many people during writing this research. Therefore, in this chance, the writer would like to give her sincerest gratitude and appreciation to:

1. Prof. Dr. Fakhrudin, M.Pd., as the Rector of Pancasakti University Tegal.
2. Dr. Suriswo, M.Pd., as the Dean of Teacher Training and Education Faculty of Pancasakti University Tegal.
3. Yuvita, M.Pd., as the Head of English Department of Teacher Training and Education Faculty of Pancasakti University Tegal.
4. Dr. Yoga Prihatin, M.Pd., as the first advisor, who has given advice and many correction, and helpful guidance to the writer in writing this research project.
5. H. Sumartono, M.Pd., as the second advisor who has given advice and many correction, and helpful guidance to the writer in writing this research project.
6. All students of English Department 2016 who have already helped me to finish this research.

7. All people who cannot be mentioned one by one who has assisted the writer to finish this research project.

It is realized that this research project is far from being perfect and has a lot of weakness. Therefore, the writer will highly appreciate the readers' constructive criticism for the sake of perfection of this research project.

Tegal, February 2021
The writer



Lia Wiyana

ABSTRACT

Wiyana, Lia. 2021. 1616500024: *“An Analysis Of Students’ Difficulties Of Speaking Encountered By EFL Learners”*. Research project Strata 1, English Education Department of Teacher Training and Education Faculty, Pancasakti University Tegal. First Advisor Dr. Yoga Prihatin, M.Pd and second Advisor H. Sumartono, M.Pd.

Speaking is a significant skill to be developed and increased as means of effective communication. The research explained about the speaking difficulties, and aims to find out the major difficulty in speaking that encountered by EFL learners at Pancasakti University Tegal. The study more over aims at exploring the factors of causes of such difficulties.

This research used a descriptive research, and the research instrument using a questionnaire on difficulties that face the English students. The questionnaire also using an open-ended question. The sample of this research is the Third-Semester English student at Pancasakti University Tegal. The researcher choose Class A as a sample consisted of 20 students.

From the data analysis, the finding shows that the main speaking difficulties of the students is ‘lack of confidence. and causes of the speaking difficulties can be concluded that lack of confidence 13%, pronunciation 12%, vocabulary, fear of mistake, lack of motivation 11%.

Keyword: Speaking, EFL, speaking difficulties, causes of speaking problems.

ABSTRAK

Wiyana, Lia. 2021. 1616500024: "*An Analysis Of Students' Problems And The Difficulties Of Speaking Encountered By Efl Learners*". Penelitian Strata 1, Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan, Universitas Pancasakti Tegal. Dosen pembimbing pertama Dr. Yoga Prihatin, M.Pd dan dosen pembimbing kedua H. Sumartono, M.Pd.

Berbicara merupakan keterampilan yang sangat penting untuk dikembangkan dan ditingkatkan sebagai sarana komunikasi yang efektif. Penelitian ini menjelaskan tentang kesulitan dalam berbicara, dan bertujuan untuk mengetahui kesulitan utama dalam berbicara bahasa inggris yang dihadapi oleh peserta didik EFL di Universitas Pancasakti Tegal. Studi lebih lanjut bertujuan untuk mengetahui penyebab kesulitan tersebut.

Penelitian ini menggunakan jenis penelitian deskriptif, dan instrumen penelitian menggunakan angket 'kesulitan yang dihadapi siswa English'. Kuesioner juga menggunakan pertanyaan terbuka. Sampel penelitian ini adalah mahasiswa Bahasa Inggris Semester 3 Universitas Pancasakti Tegal. Peneliti memilih Kelas A sebagai sampel yang terdiri dari 20 siswa.

Dari analisis data, temuan menunjukkan bahwa kesulitan utama siswa dalam berbicara bahasa inggris adalah 'kurang percaya diri'. Dan faktor penyebab masalah berbicara dapat disimpulkan yaitu kurang percaya diri 13%, pengucapan 12%, vocabulary, takut salah, kurang motivasi 11%,etc.

Kata kunci: Speaking, EFL, kesulitan berbicara utama, penyebab kesulitan dalam berbicara bahasa Inggris.

TABLE OF CONTENTS

TITLE COVER	i
APPROVAL.....	ii
STATEMENT OF ORIGINALITY	iii
MOTTO AND DEDICATION.....	iv
PREFACE.....	v
ABSTRACT	vii
TABLE OF CONTENT	ix
LIST OF TABLES	xi
LIST OF PICTURES	xii
LIST OF APPENDIXES.....	xiv
CHAPTER I INTRODUCTION.....	1
A. Background of The Problem	1
B. Statement of Problems	4
C. Conceptual Definition	4
D. Objectives of the Research.....	5
E. Significances of The Research	5
CHAPTER II REVIEW OF LITERATURE	7
A. Review of Related Previous Study.....	7
B. Review Of Related Theories	9
CHAPTER III RESEARCH METHODOLOGY	18
A. Approach and Design of the Research.....	18
B. Subject of the Research.....	19

C. The Role of Researcher	19
D. Type of Data.....	19
E. Data Collecting Technique.....	20
F. Instrument Research.....	20
G. Validity and Reliability of the Instrumen.....	23
H. Procedures of the Analyzing Data.....	24
 CHAPTER IV RESEARCH RESULT AND DISCUSSION	
1. Research Result	25
2. Discussion.....	35
 CHAPTER V CONCLUSION AND SUGGESTION	
A. Conclusion.....	61
B. Suggestion	62
REFERENCES	63
 APPENDIXES	

LIST OF TABLE

Table 3.1 Formats for presenting questionnaires items

Table 4.1 Presenting the likert scale questionnaire

Table 4.2 The Blueprint of the Questionnaire

Table 4.3 Validity Result

Table 4.4 Reliability Result

Table 4.5 Transcribe Result

LIST OF PICTURE

Figure4.1 The Diagram Result of Questionnaire

Figure4.2 The Diagram Result of Questionnaire

Figure4.3 The Diagram Result of Questionnaire

Figure4.4 The Diagram Result of Questionnaire

Figure4.5 The Diagram Result of Questionnaire

Figure4.6 The Diagram Result of Questionnaire

Figure4.7 The Diagram Result of Questionnaire

Figure4.8 The Diagram Result of Questionnaire

Figure4.9 The Diagram Result of Questionnaire

Figure4.10 The Diagram Result of Questionnaire

Figure4.11 The Diagram Result of Questionnaire

Figure4.12 The Diagram Result of Questionnaire

Figure4.13 The Diagram Result of Questionnaire

Figure4.14 The Diagram Result of Questionnaire

Figure4.15 The Diagram Result of Questionnaire

Figure4.16 The Diagram Result of Questionnaire

Figure4.17 The Diagram Result of Questionnaire

Figure4.18 The Diagram Result of Questionnaire

Figure4.19 The Diagram Result of Questionnaire

Figure4.20 The Diagram Result of Questionnaire

Figure4.21 The Diagram Result of Questionnaire

Figure4.22 The Diagram Result of Questionnaire

Figure4.23 The Diagram Result of Questionnaire

Figure4.24 The Diagram Result of Questionnaire

Figure4.25 The Diagram Result of Questionnaire

Figure4.26 The Diagram Result of Questionnaire

Figure4.27 The Diagram Result of Questionnaire

Figure4.28 The Diagram Result of Questionnaire

Figure4.29 The Diagram Result of Questionnaire

Figure4.30 The Diagram Result of Questionnaire

LIST OF APPENDIXES

Appendix 1. Instrument of the questionnaire

Appendix 2. Students' attendance list

Appendix 3. The result of validity test of the questionnaire

Appendix 4. The result of reliability test of the questionnaire

Appendix 5. The questionnaire for the non-sample

CHAPTER I

INTRODUCTION

This chapter presents the background of the problems, statement of the problems, conceptual definitions, objectives of the research, and the significances of the research.

A. Background of the Problem

English is a device for international communication in which speaking is one of the most important skills. Speaking means to converse and express one's thoughts and feelings in a verbal form, or it can be interpreted to convey informations. As an English students, speaking is a significant skill to be developed and increased as means of effective communication, with good speaking skills will make it easier students to communicate, especially in native speaker. Speaking is always an important aspect for people in their life.

Speaking skills give students the ability to communicate effectively in English. Although speaking is considered a major language skill that students should improve, it is widely known that they face difficulties in speaking English (Hosni, 2015). It is generally known that many students have difficulty in learning English, especially speaking English. Kavin (cited in Hosni, 2015) stated that students use English only in the classroom, and less frequent outside the class. In Indonesia, it is considered the most difficult skill because English is an international language or foreign language. So, they do not use English in their daily activities, Eventhough they are an English students. In producing speech,

they often make error in speaking. The students sometimes hesitate and then stop in the middle of sentence for a moment, they think about the appropriate word to say next. Somewhile, it takes a long time. Many English learners have difficulty for expressing themselves in spoken language. That's way, speaking fluent English is a common problems among the non-native speaker (*Difficulties Of Speaking That Are Encountered By English*, 2017)

In language learning, especially speaking skills. Students need a lot of practice, such as having dialogues with the classmates and involved in question and answer or discussion with the lecturer, increasing vocabulary and paying attention to the pronunciation of every word spoken. With this, it is hoped that students can prevent or reduce errors when speaking English either in a planned or spontaneous way. The errors made by students when speaking English are a part of the language learning process and of course, it is affected by several factors. whether that comes from themselves, such as shyness or lack of confidence, fear of mistakes when speaking English, and lack of motivation. And the factors that cause the next problem are the students' English skills, such as knowledge of grammar structures, mastery of vocabulary, understanding of pronunciation and so on. These factors can make students have errors in speaking English, either in planned or spontaneous way.

In addition, there have been many studies that discusses this issue. For example, at SMA N 3 Kotabumi Lampung Utara by Baiq Rahmawati Yendra. The researcher found that the students' problem in speaking were: lack of vocabulary, pronunciation, grammar, fluency and comprehends/understood English well. And

the causes of problem that students faced in speaking skill were the students unconfident to speak English, fear to make mistakes when speaking, anxiety, and shy to perform in front of class. Furthermore students lack of motivation in learning English. And the fact, a common errors students make is doubt. Most students feel hesitant when speaking English, especially in public. This comes from the student itself that certainly is caused by various factors. In addition, lack of confidence, shyness, and pronunciation are also contribute to the causes of students making errors when speaking English.

In this research, the study aims at exploring the speaking difficulties encountered by third-semester English students at Pancasakti university. The study moreover aims at exploring the causes of such difficulties. The sample of this research is the third-semester of English students, the aim is to know the students' ability of English speaking skills, because at this step, even though they are still included in the beginner semester. Students have studied the courses that support the students' speaking skills. Furthermore, they will face the courses related to speaking practice such as presentations, microteaching, Teaching practicum, etc. so that students need to pay attention to this problem.

B. Research Questions

The Researcher has identified two problems related to students' speaking difficulties in English learning. Those two identified research difficulties are :

1. What are the main speaking difficulties encountered by EFL Learners ?

2. What are the factors of causes of speaking difficulties encountered by English students of the third-semester at Pancasakti University Tegal ?

C. Conceptual Definitions

Based on the explanation above, speaking means of conveying an intention that comes from someone's ideas and thoughts to other people using oral language so that the intention is understood by others. Speaking is a part of daily life that everyone should develop in correct and detailed language. The definition of speaking is not just saying the words through mouth. It means conveying the message through the words of mouth (Leong & Ahmadi, 2017).

English as a Foreign Language or EFL, refers to learning and using English as an additional language in a non-English speaking country. This foreign language teaching of English for the countries that do not use English to communication daily but are still learning English.

Speaking English difficulty is common experienced by many students. Difficulty is an effort that is inconvenient. A factor that causing trouble in achieving a positive result or tending to produce a negative result. Or a barrier to good results.

D. Objective of the research

Based on the research problem, the main objectives of this research are :

3. To identify the main speaking difficulties encountered by EFL learners.
4. To analyze the factors of causes of speaking difficulties encountered by English students of the Third-Semester at Pancasakti University Tegal

E. Significances of the Research

Speaking English is sometimes difficult not only for students, but also for teachers. It means that teachers need to use the right techniques in teaching speaking English, while students need to practice a lot to overcome their difficulties in speaking English. And this study is aimed to give both theoretical and practical contribution as follows :

Theoritically, the results of this study are expected to provide knowledge, especially in speaking skills, and can be used as reference material for further research.

Practically, the researcher hopes that the result of this research is useful for teacher and students. For the students, It is hoped that this research can provide awareness about the important of speaking skills in English students. The students have a motivation to understand the material related to speaking skills such as pronunciation or speech production, vocabulary, etc. And for the teachers, to give a motivation in increasing speech learning.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the review of the previous studies and review of related theories. First point, the researcher explains some previous studies taken from some journals and research. And the second point, the researcher explains about the related theories.

A. Review of Previous Studies

The research of speaking difficulties have been conducted by other researcher. And the researcher has found some previous studies related to speaking difficulties in English language students.

These are three journals that has been selected by the researcher for the previous studies. The first is entitled “*Problems and Difficulties of Speaking That Encounter English Language Students at Al Quds Open University*”(2016) this study was written by Dr. Ahmed Maher Mahmoud Al Nakhalah. The study aims at exploring the speaking difficulties encountered by English language students at Al Quds Open University. The study also aims at exploring the causes of such difficulties. This study, the researcher used the experimental method so as to show and measure the speaking difficulties encountered by English language students at Al Quds Open University. And the researcher designed an interview to be applied on the sample of the study. Such interview will be applied for each student to investigate speaking difficulties and the causes of such difficulties.

The second is entitled “*Speaking Difficulties Encountered by Young EFL Learners*”(2015) this study was written by Samira Al-Hosni. Speaking is the active use of language to express meaning, and for young learners, the spoken language is the medium through which a new language is encountered, understood, practiced, and learnt. Rather than oral skills being simply one aspect of learning language, the spoken form in the young learner’s classroom acts as the prime source of language learning. However, speaking problems can be major challenges to effective foreign language learning and communication. English as foreign language (EFL) learners, no matter how much they know about the English language, still face many speaking difficulties. Many studies have indicated that oral language development has largely been neglected in the classroom, and most of the time, oral language in the classroom is used more by teachers than by students. However, oral language, even as used by the teacher, hardly ever functions as a means for students to gain knowledge and explore ideas. To develop the knowledge to deal with oral communication problems in an EFL context, researcher first need to know the real nature of those problems and the circumstances in which ‘problems’ are constructed.

The third is “*Speaking Difficulties Encounter EFL Students in Jordan Salem*”(2019) by Salem Saleh Ibnian. This study aims at exploring difficulties that university students face when they speak in English as a Foreign language (EFL). It also aims at proposing solutions to help EFL learners overcome speaking difficulties. The sample of the study comprised 77 English majors from World Islamic Sciencies and Education University in Jordan. Instruments of the study a

questionnaire on difficulties that may face English majors while they speak in English. The questionnaire also included an open-ended question on suggestions and solutions that could help the students overcome speaking difficulties. The researcher also followed the direct observation technique so as to reveal difficulties that may encounter EFL learners while speaking in English.

In relation with three journals above, the researcher compared this research with the previous research mentioned above. Certainly, the research has similarities and differences. The similarities of those three studies is discuss some problems that occur in speaking. The topic of three studies above is talk about speaking difficulties. Then the differences of three journals above are the subject of the research and the first journal use the experimental method to show and measure the speaking difficulties, the second journal contains a complete explanation related to speaking. such as the aims of speaking, speaking difficulties, and the factors of the difficulties, etc. The third journal the method used is only a questionnaire. Meanwhile, in this study, the researcher discussed speaking difficulties, and for the instrument using a questionnaire. The number of sample 20 students of the third-semester English students.

B. Review of Related Theories

Speaking is the production skill that is included in two main categories: accuracy and fluency(Derakhshan et al., 2016). Accuracy consists of using vocabulary, grammar and pronunciation through some activities, fluency take up the ability to keep going when speaking spontaneously. Fluency is the learners'

ability to speak in understandable way in order not to break down communication. And this study aims to analyze the difficulties by an Indonesian learners in speaking English.

1. SPEAKING

a. The Aim of Speaking

Speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information (Leong & Ahmadi, 2017). And learners should know language features and the ability to process them in communication. If the speaker dominates these language features, will help learners to acquire successful communication goal. Speaking does not cover just knowing the linguistic feature. Linguistic feature of the message expanding oral communication requires more than memorized vocabulary and grammatical comprehension. One of the obstacles of learning speaking is contradiction between class materials and courses, so that most of the teachers do not facilitate situations for real practice in speaking. Besides, the teacher should take into account learners' interest and needs. Learners should take part in oral activities to exchange spontaneously their thought in second language speaking (Derakhshan et al., 2016)

b. The Importance of Speaking Skills

In the present global world, communication plays a vital role in getting success in all fields. Language is used as a tool for communication. Perfect communication is not possible for people without using a

language(*The Importance of Speaking Skills in English Classrooms*, 2019). Moreover, people cannot achieve their aims, objectives, and goals without using proper language to communicate. Therefore, there is a need for a language to communicate with others those who live all around the globe. Speaking is the most important skill because it is one of the abilities that is needed to perform a conversation. English speaking is not an easy task because speakers should know many significant components like pronunciation, grammar, vocabulary, and fluency.

c. Components of Speaking

Components in speaking are needed to know well in measuring students ability on speaking skill. Furthermore, knowledge and self confidence and way in delivering are the basic elements of an effective speech. Therefore, there were some experts who have several arguments about the speaking components. According to Syakur in Masbiran (2017) speaking is a complex skill because at least it is concerned with components consist of four components: grammar, vocabulary, pronunciation, and fluency.

a. Grammar

The use of grammar is also to learn the correct way to gain expertise in both spoken and written language form. grammatical competence helps speakers to use and understand English structures accurately.

b. Vocabulary

Vocabulary is very important to EFL students because it is the material blocks of every language. If the student's vocabulary is limited, students tend to get confused when speaking English. therefore, it is necessary for EFL learners to keep a lot of vocabulary in their long-term memory.

c. Pronunciation

pronunciation plays a vital role in intelligibility . Pronunciation is the way for students to produce clearer language when they speak. It deals with phonological processes that consisting of elements and principles that determine how sounds vary and patterns in a language.

d. Fluency

Fluency can be defined as the ability to speak fluently and accurately. Fluency of speaking is the goal of many language learners. Fluency is the learners' ability to speak in understandable way in order not to break down communication.

d. Characteristics of Speaking Skill

According to Mazouzi, learners' activities should be designed based on an equivalence between fluency and accuracy achievement. Both fluency and accuracy are important elements of communicative approach(Leong & Ahmadi, 2017). The first characteristic of speaking performance is fluency, it is the main aim of teachers in teaching speaking skill. fluency is the learners' ability to speak in understandable way in order

not to break down communication because listeners may lose their interest. The second characteristic of speaking performances is accuracy. Students must be fluent in learning foreign languages. Therefore, teachers must emphasize accuracy in the teaching process. Students need to pay attention to the accuracy and completeness of language forms when speaking, such as focusing on grammar structure, vocabulary, and pronunciation.

e. Speaking Difficulties

There are some problems for speaking skill that teachers can come across in helping students to speak in the classroom. These are inhibition, lack of topical knowledge, low participation, and mother-tongue use (Tuan & Mai, 2015). Inhibition is the first problem that students encounter in class. When they want to say something in the classroom they are sometimes inhibited. They are worried about making mistakes and fearful of criticism. They are ashamed of the other students' attention towards themselves. A language classroom can also create inhibitions and apprehension for the students.

f. The Advantages of Speaking Skills

There are many advantages of speaking skills, those are to participate actively in pair or group activities in the classrooms, give a maiden and impressive speech on different occasions (*The Importance of Speaking Skills in English Classrooms*, 2019). To participate actively in debates and group discussions, develop critical thinking among the learners.

To pursue higher studies in foreign countries, interact with people all around the globe. To acquire more knowledge, communicate effectively with others, etc.

2. English Foreign Language (EFL)

EFL stands for English Foreign Language, it refers to teaching English students whose first language is not English. The main objective in EFL lesson is to learn the foreign language. Everything that is done during EFL lesson is prepared in order to create where students can learn the foreign language (Project, 2015). The teaching of EFL or English Foreign Language applies in countries where the majority of their daily activities do not use English to communicate but still learn English for some purposes, such as to continue their studies at foreign universities, job requirements, requirements for a scholarship, etc.

And status of learning English in Indonesia is learning English as a foreign language or (EFL). Indonesian students learn English based on the above needs. EFL interactions in this context, generally students use English only in class, whereas in everyday life there is no opportunity to use the target language at all. English is rarely found in the daily communication of Indonesian people.

3. Factors that Causes of Speaking difficulties

Zhang (2009) (cited in Hosni, 2015) stated that speaking is the most difficult skill to master for the majority of English learners, and they are still less able to

communicate orally in English. There are many factors that cause difficulty in speaking, and they are as follows:

a. Fear of mistakes

(Hosni, 2016) As argued by many theorists, fear of mistake becomes one of the main factors of students' reluctance to speak in English in the classroom. With respect to the fear of making mistake issue, this fear is linked to the issue of correction and negative evaluation. In addition, this is also much influenced by the students' fear of being laughed at by other students or being criticized by the teacher.

b. Anxiety

Anxiety is a feeling of tension, apprehension and nervousness associated with the situation of learning a foreign language. Anxiety as one of the main blocking factors for effective language learning. In other words, anxiety influences students in language learning. Therefore, paying attention to this factors of leaning should also betaken into consideration. It can influences the quality of oral language production and make students appear less than they really are.

c. Shyness

Shyness is an emotional thing that many students suffer from at some time when they are required to speak in English class. This indicates that shyness could be a source of problem in students' learning activities in the

classroom especially in the class of speaking (Hosni, 2016). Speaking English in front of people is one of the more common phobias that students encounter and feeling of shyness makes their mind go blank or that they will forget what to say. And some shy learners caused by their nature, so they tend to be very quiet.

d. Lack of Confidence

Main causes of students' confidence is their low ability in speaking English. Many students think that they can not speak English as well as others. Confident is a direct factor that affect students spoken English. Some students are afraid of make a speech error in front of all the classmates, especially those who have weakness or less of confidence in their own speaking skill are more afraid of being laughed by the classmates.

e. Lack of Motivation

Motivation is a key consideration in determining the preparedness of learners to communicate. In response to the issue of motivation, Babu (2010) argues that lack of motivation in learning causes students' hesitation to speak English in the classroom. He says that the background of this situation is that students are not motivated by the teachers towards the communication in English (Hosni, 2016).

CHAPTER III

RESEARCH METHODOLOGY

This chapter consists of approach and design of the research, subject of the research, role of the researcher, type of data, data collecting technique, Instrument of the research, procedures of analysing data, and technique of reporting data.

A. Approach and Design of the Research

Research approach is how the research be designed and conducted. In this Research, the researcher applies descriptive qualitative approach. Research that aims to present a complete description of social settings or research to describe and clarify a phenomenon or social understanding, describing a number of variables related to the problem. Qualitative research also be described as an effective model that occurs in a natural setting that enables the researcher to develop a level of detail from being highly involved in the actual experiences(Marvasti, 2018). Furthermore, the researcher used a statistical approach. This research processed used a descriptive research design and the data analyzed used statistical techniques (SPSS).

In simple terms, Test is a method of measuring a person`s ability, knowledge, or performance in a given domain(Marvasti, 2018). But in this case, the researcher give the students a questionnaire aims to get further information that complete this research.

B. Subject of the Research

The Researcher entitled “An Analysis of Students’ Difficulties of Speaking Encountered By EFL Learners (A Descriptive Study of the Third-Semester English Students at Pancasakti University Tegal) have been conducted on the third semester English students of Pancasakti Tegal. The researcher choose the third semester students, because being students in the scope of language learning including English certainly need speaking skills. And to develop that skills, lots of practice is needed by students. So the researcher analyzed the the main speaking difficulties and the causes of difficulties in speaking English. The researcher was conducted an analysis in one class from 3 class of the third-semester, that is A Class.

C. Role of Researcher

The roles of the researcher is an observer and analyst. Firstly, the researcher as an observer because before analyzing is conducted, the researcher observes the subject and all the things that are needed when the research process. After observing, the researcher became an analyst, where the researcher analyzed the data that had been collected. And the next, the researcher make a conclusion.

D. Type of Data

The type of data is used for this research is qualitative data. Bodgan and Taylor states that qualitative research is a research which produces descriptive data in the form of written or oral words from observing people and their behavior that are observed. The data used in this research is the result of questionnaire.

E. Data Collecting Technique

In this study, the researcher used a questionnaire to collect the data. Questionnaire is a method used to get the data by submitting written questions to respondent. And to use a questionnaire, the researcher need to know the information they want to know, use validity and reliability to know that the questions or the statements of questionnaire are valid and reliable. Selecting the participants, in this case the questionnaire involved items on difficulties that may face students while they speak in EFL. And the subject is the beginner semester, that is third semester.

The questionnaire in this research use likert- scales questionnaire. And The researcher took the data from questionnaire by using Google form as the purpose to make the questionnaire easy to distribute. The questionnaire was given as close-ended questions that can be answered by strongly agree (5), agree (4), neutral (3), disagree (2), strongly disagree (1).

F. Instrument of Research

1. Questionnaire

Questionnaire is a written list of questions that are answered by students so that information can be collected from the answer. The reason questionnaire is needed in this research process is the primary data collection tool in the research. And the questionnaire in this research is using the likert-scales questionnaire. It is the most widely used approach to scaling responses in survey research, such that the term (or more accurately the Likert-type scale) is often used. Likert scale is applied as one of the most fundamental and

frequently used psychometric tools in educational and social sciences research. This questionnaire gives the respondent a various of responses toward the statements. To prove the validity and realibility of the questionnaire, the researcher will analyze the questionnaire by using IBM SPSS Statistic 22 for windows.

The researcher used the specification of the questionnaire as follows:

Table.3.1

No.	Aspect	Indicators	Total Item
1.	Students' problems and difficulties in speaking English	a).Vocabulary -Students lack of vocabulary 3 b).Pronunciation -Students do notknow how to pronounced well 3 c).Grammar -Students cannot form the sentence well. 3 d).Fluency -Students cannotspeak like the nativespeaker, because they cannot imitatepausing, rhythm,stress and intonation well. 3 e).Comprehension	

		-Students confused to understand the meaning well. so, it can be caused misunderstanding.	3
2.	Factors of Students problems in speaking English	To know the factor of students' problems in speaking English, they are: a). Lack of confidence b). Fear of making mistakes c). Anxiety d). Shyness e). Lack of motivation	 3 3 3 3 3

(the questionnaire was adapted from Al-Hosni (2015) and Yendra (2018))

G. Procedures of Analysing Data

1. Questionnaire

The researcher used a questionnaire, A common method of eliciting learners' judgments on various aspects of language teaching and learning is the use of questionnaires (Nowacka, 2012). Analyzing data from questionnaire is by classifying the result. The answer choices in the questionnaire is classified according to the type of questionnaire itself. And the data also analyzed by using IBM SPSS Statistic 22 for Windows.

The researcher share the questionnaire from google form through whatsapp messages in the form of link. The researcher use whatsapp

messages to facilitate the research process. Then the participants filled out the questionnaire due to their experienced.

O. Technique of Reporting Data

In this study, the resercher uses the technique in reporting the data is a descriptive technique. In which stated in objectives of the study, the researcher describes the explanation of speaking ability, also the causes of speaking difficulties. The researcher also reported the data by concluding the statistical results.

P. Validitas and Reliability

a. Validity of Questionnaire

The researcher will use SPSS (statistical packages for social sciences) application to measure the validity and reliability of questionnaire. The researcher using IBM SPSS Windows 22. And the Pearson's Correlational Product Moment is formulated as follow :

$$R_{xy} = \frac{N \cdot \sum XY - (\sum X) \cdot (\sum Y)}{\sqrt{\{N \cdot \sum X^2 - (\sum X)^2\} \{N \cdot \sum Y^2 - (\sum Y)^2\}}}$$

N = total of items

X = item score

Y = total item score

b. Reliability of Questionnaire

The researcher also using IBM SPSS Windows 22 to check the realibilitas. And reliability of the questionnaire is measured by Alpha Cronbach with the formula as follows :

$$\alpha = \frac{n}{n-1} \left(1 - \frac{\sum vi}{vi} \right)$$

n = total of items

vi = variances of items

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents the research result and discussion based on data that has been collected and analyzed. They are findings and discussion of the data analysis.

A. RESEARCH FINDINGS

This data research was conducted on 5th of January, 2021. There were 20 samples of the research from class A of 3rd semester English Department Pancasakti University academic year 2020-2021. In this research, the research finding is obtained based on the result of the questionnaire that distributed to 3rd semester students of class A, about the aspects and factors that causes of speaking difficulties. Data is given to the sample through whatsapp messages by giving the link of Google form. However, before the questionnaire given by sample students, the questionnaire was distributed to the non-sample class to know the validity and reliability of the questionnaire by checked those using IBM SPSS 22. Then ask them to fill the questionnaire according to their own experiences.

The researcher submitted the result of the questionnaire in Microsoft Excel to check the validity and realibility using SPSS. And below is further explanation :

In this research, the questionnaire was conducted on the non-sample class to check the validity and reliability before the questionnaire given to the sample class. The number of questions were 40 questions for 20 students. The researcher asked the non-sample class to fill out the questionnaire by click link

<https://forms.gle/7BpyJHen5vjKSxbL7>. The instrument of the questionnaire can be seen on Appendix. The students were guided to fill out the questionnaire by the scale 1-5. The lowest point, scale 1 which indicated as strongly disagree, and scale 5 is the highest point as strongly agree.

Table.4.1

5	Strongly agree
4	Agree
3	Neutral
2	Disagree
1	Strongly disagree

Based on the data questionnaire that has been collected, from 40 questionnaire there are 33 numbers are valid and 7 items are not valid (7, 10, 15, 19, 28, 29, 38). From 33 questions are valid, the researcher took 3 items in each aspect. So that, the numbers of questionnaire are 30 items. Furthermore, the questionnaire are valid given to the students of 3rd semester as the sample class to fill out the questionnaire. This table below is the blueprint of questionnaire after checking the validity and reliability:

Item	Aspects
1-3	Vocabulary
4-6	Pronunciation
7-9	Grammar
10-12	Fluency

13-15	comprehend
16-18	Lack of confident
19-21	Fear of mistakes
22-24	Anxiety
25-27	Shyness
28-30	Lack of motivation
Total : 30	

Table.4.2 The blueprint of the questionnaire

In this study, the researcher used a Likert scale questionnaire. And as previously explained, the questionnaire was distributed to non-sample class to check the validity and reliability using IBM SPSS 22. This table below shows the validity of the questionnaire :

Item	r-table	Item total correlation	criteria
1.	O,444	,748	Valid
2.	O,444	,623	Valid
3.	O,444	,586	Valid
4.	O,444	,742	Valid
5.	O,444	,733	Valid
6.	O,444	,675	Valid
7.	O,444	,665	Valid
8.	O,444	,650	Valid

9.	O,444	,654	Valid
10.	O,444	,725	Valid
11.	O,444	,799	Valid
12.	O,444	,746	Valid
13.	O,444	,851	Valid
14.	O,444	,686	Valid
15.	O,444	,743	Valid
16.	O,444	,758	Valid
17.	O,444	,706	Valid
18.	O,444	,892	Valid
19.	O,444	,651	Valid
20.	O,444	,681	Valid
21.	O,444	,679	Valid
22.	O,444	,814	Valid
23.	O,444	,587	Valid
24.	O,444	,813	Valid
25.	O,444	,634	Valid
26.	O,444	,877	Valid
27.	O,444	,609	Valid
28.	O,444	,792	Valid
29.	O,444	,741	Valid
30.	O,444	,735	Valid

31.	0,444	,835	Valid
32.	0,444	,531	Valid
33.	0,444	,530	Valid
Total			33

Table.4.3 Validity table.

The table above shows the validity. The questionnaire is valid if the item-total correlation is positive and greater than r-table. Also the significant [sig. (2-tailed)] < significant level (α) 0.05. Based on the table above, 33 questions are valid because the item-total correlation or the Pearson correlations are positive and sig. (2-tailed)] < significant level (α) 0.05.

After the researcher obtained the questionnaire are valid. For further, the data is checked the reliability using SPSS 22. The data is reliable if the cronbach alpha is higher than or similar to 0.60. And from all the questions the cronbach is 0,861 (higher than 0.60). It means that the questions are reliable. Look at the picture below.

Reliability Statistics

Cronbach's Alpha	N of Items
,861	40

Table.4.4. The Reliability

The researcher discussed 30 statement obtained from the questionnaire.

And the questionnaire of this study were divided into ten aspects : Lack of

vocabulary, pronunciation, grammar, fluency, comprehend, unconfident, fear of mistake, anxiety, shyness, and lack of motivation. In which all those aspects are problems and factors that causes students have difficulty in Speaking English. After the questionnaire that consist of these aspects was distributed to the class sample. And below are the result of the questionnaires that are transcribed into percentage.

No.	Questionnaires	SD		D		N		A		SA	
Lack of vocabulary		R	%	R	%	R	%	R	%	R	%
1.	Lack of vocabulary is one of the problems that students faced in speaking skills.	1	5%			1	5%	13	65%	5	25%
2.	Students not having sufficient vocabulary knowledge.			2	10%	8	40%	8	40%	2	10%
3.	Difficulty in choosing appropriate vocabulary when speaking English.			3	15%	3	15%	8	40%	6	30%
Pronunciation											
4.	Students does not know how to pronounce well in English is the one of			1	5%	5	25%	10	50%	4	20%

	the problems that students faced in speaking English.										
5.	Students feel difficulty to distinguished words that have the similar pronounce in English.			2	10%	2	10%	10	50%	6	30%
6.	Difficulty in giving correct words stress towards the English words.	1	5%	3	15%	4	20%	6	30%	6	30%
Grammar											
7.	Students cannot form the sentence well in English			5	25%	8	60%	4	20%	3	15%
8.	Students are reluctant to speak because they cannot form correct grammatical sentences	1	5%	5	25%	4	20%	6	30%	4	20%
9.	Students are confused in using modal verbs	1	5%	5	25%	5	25%	7	35%	2	10%
Fluency											
10.	Students cannot speak like the native speaker, because	1	5%	4	20%	4	20%	6	30%	5	25%

	you cannot imitate pausing, rhythm, stress and intonation well.										
11.	Students are unable to express the messages or speech appropriately	2	10%	11	55%	2	10%	4	20%	1	5%
12.	Students feel confused to use pauses, rhythm, stress, and intonation when speaking English	1	5%	5	25%	3	15%	10	50%	1	5%
Comprehend											
13.	Students does not comprehend/ understood what the speakersays. So, it can be caused misunderstanding.	3	15%	5	25%	5	25%	4	20%	3	15%
14.	Students confused to understand the meaning of word or sentences well.	1	5%	6	30%	7	35%	4	20%	2	10%
15.	Students have difficulty to understanding the knowledge of the language learnt and			6	30%	6	30%	5	25%	3	15%

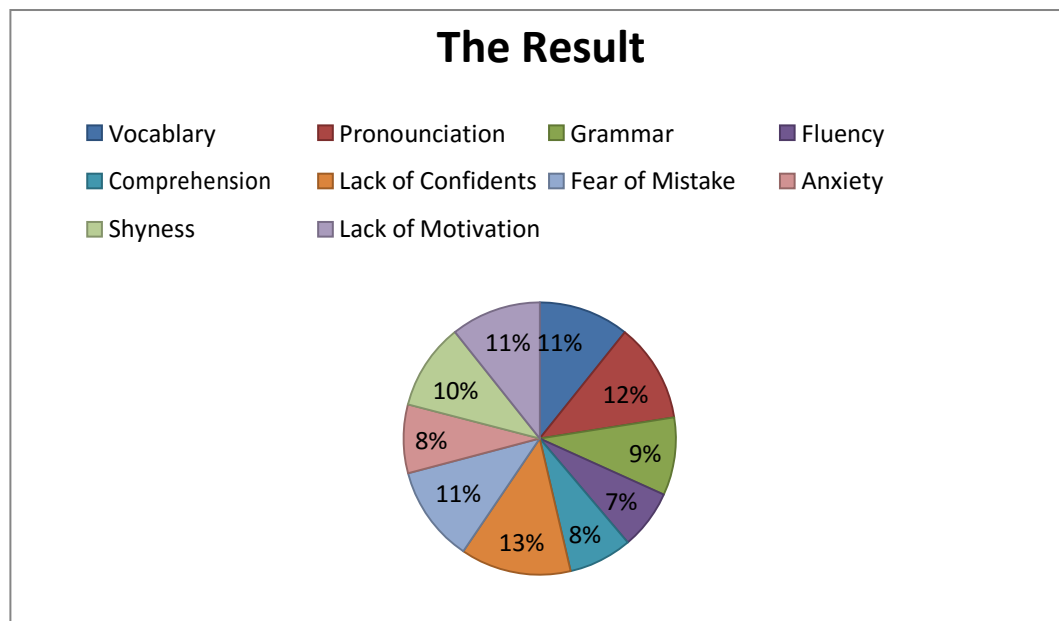
22.	Feeling afraid to express opinion in front of the classmates.	2	10%	4	20%	4	20%	7	35%	3	15%
23.	Students feel frightened when the lecturer asks them to answer questions in the English class.	1	5%	4	20%	4	20%	6	30%	5	25%
24.	Speaking English anywhere makes me feel worried.	1	5%	6	30%	8	40%	4	20%	1	5%
Shyness											
25.	Shyness is one of causes of problems in speaking skill.	1	5%			2	10%	11	55%	6	30%
26.	Students feel shame to speak English in front of a friend or teacher.			4	20%	2	10%	12	60%	2	10%
27.	Students feel embarrassed to ask questions with the teacher.			7	35%	3	15%	8	40%	2	10%
Lack of motivation											
28.	Lack of motivation is one of causes of problems in speaking skill.	1	5%			3	15%	11	55%	5	25%

29.	Unfriendly atmosphere of the classroom when learning speaking skills take place.	1	5%	3	15%	7	35%	6	30%	3	15%
30.	Lack of support to use English in the home environment and the community.	2	10%	1	5%	2	10%	4	20%	11	55%

Based on the data above shows that factors of causes of speaking difficulties which consist of ten aspects, namely students less of confidence. And from the results obtained, the percentage of lack of confidence is the highest. As we can see, on those aspect, the first item is 90%, second item 80%, and third item is 70%.

B. DISCUSSION

In this case, the researcher discussed 30 statements obtained from the questionnaire. On the questionnaire, the researcher classified it into several aspects. Where each aspect has 3 statements. And below are the general result of the questionnaire.



The students from 3rd semester of English Department Pancasakti University Tegal seemed on the result above are, the difficulties that encountered by students is Lack of Confidence. Based on the diagram, the percentage of lack of confidence is the highest. (Haidara, 2016) Lack of confidence is something that happens to them when they are talking to someone who's English speaking is more superior to theirs like lecturers or native English speakers and so on. And lack of self-confidence also due to insufficient of knowledge of language.

The result above are all aspects of questionnaire. There are ten aspect, Where the results show that lack of confidence is the main speaking difficulty faced by Third-Semester students of Pancasakti University Tegal. Meanwhile, the diagram below are the percentage result of each aspects.



Figure 4.1 The Diagram Result of Questionnaire

This result discussed the students of 3rd semester English Department Pancasakti Tegal about the lack of vocabulary. From 20 samples, the highest is agree with those statement. As shown in the statement number 1, “*Lack of vocabulary is one of the problems that students faced in speaking skill.*” It is proven by 65% agree, 25% strongly agree, and 5% for strongly disagree and neutral. The percentage of Agree is higher. It means, the students of 3rd semester English Department Pancasakti University agree with this statement, that lack of vocabulary is very influential problems in speaking English. EFL learners strive to find an appropriate vocabulary to speak English. And lack of vocabulary causes an obstacle for learners in speaking English.

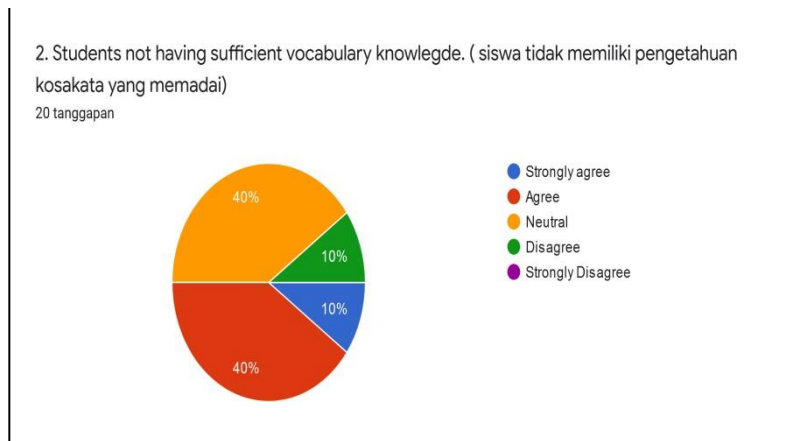


Figure.4.2 The Diagram Result of Questionnaire

The second statement written, "*Students not having sufficient vocabulary knowledge.*" Based on the data obtained by the researcher, 40% students answer agree and neutral, 10% strongly agree, and 10% disagree. EFL learners should have the knowledge of words and sentences (Leong & Ahmadi, 2017). But seeing the result, the percentage of agree and neutral are 40%, this proves that some English students have insufficient knowledge of vocabulary. And it makes students have difficulty in speaking English.

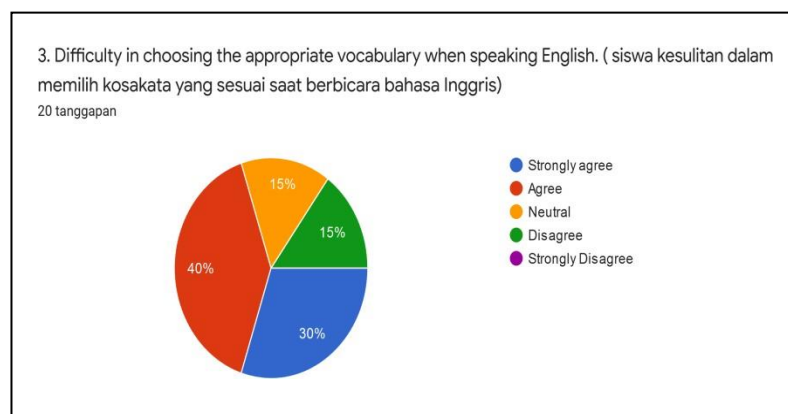


Figure.4.3 The Diagram Result of Questionnaire

The third statement is ,”*Difficulty in choosing the appropriate vocabulary when speaking English.*” In this statement, 40% of students choose Agree, 30% of students choose strongly agree, and 15% of students are choose disagree and neutral. Based on the data we can see that the number of students who agree is higher than other choices. It proves that vocabulary is a common problems that occur in English students. The learners must also choose the correct vocabulary to describe the situation (Kardwish, 2016). In order to create a good communication with the other person, because vocabulary is the initial to make it easier for students to understand and use English in the world of education and also communication.



Figure.4.4 The Diagram Result of Questionnaire

The fourth statement written, ”*Students do not know how to pronounce well in English is one of the problems that students faced in speaking English.*” As we know, English is not a phonetic language. That is, pronunciation of English words are not similar to their spellings (Leong & Ahmadi, 2017). Moreover, words with similar spelling are sometimes pronounced differently due to other contexts. It’s a

problems for English learners, so that students sometimes get confused in producing English words. Based on the diagram above, Have the data result 50% of students answer agree, 25% of students answer neutral, 20% answer strongly agree and the last 5% for disagree. It means, the students agree with this statement, because the percentage of agree is higher than other choices. Pronounce the words well in English still become a problems and students are still confused to practice it because students are lack of English language.



Figure.4.5 The Diagram Result of Questionnaire

As shown in the fifth statement, "*Students feel difficulty to distinguished words that have the similar pronounce in English.*" As presented in statement number 5, 50% of students choose agree, 30% of students choose strongly disagree, 10% of students choose neutral and 10% also choose disagree. That is the percentage of agreeing is higher than other choices (50%). Based on the data we can find that the number of students who agree is higher. It proves that the students agree with this statement. These result show that students perceived agree that difficult to distinguish words that have the similar pronunciation in English.



Figure.4.6. The Diagram Result of Questionnaire

The next statement is , "*Difficulty in giving correct words stress towards the English words.*" Its proven by 30% agree, 30% strongly agree, 20% neutral, 15% disagree, and 10% strongly disagree. Both agree and strongly agree is higher than other choices. It means, pronunciation is one of the problems that face students in speaking English.

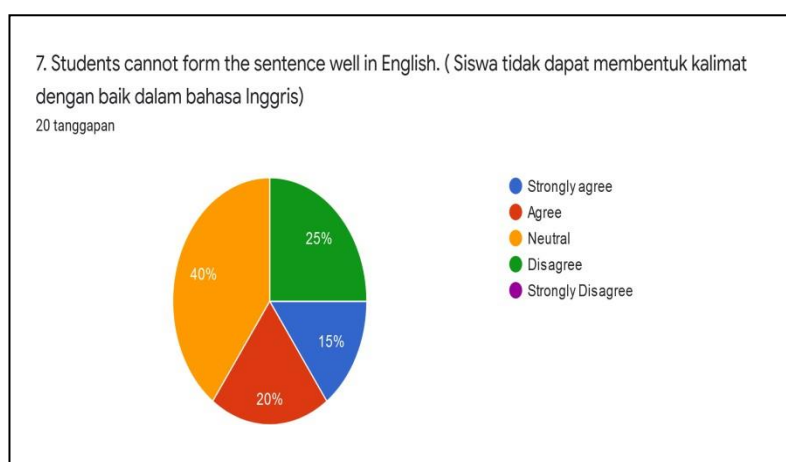


Figure.4.7. The Diagram Result of Questionnaire

The next statement is, " *Students cannot form the sentence well in English.* "

based on the diagram, 40% of respondents said neutral, 25% of respondent said disagree, 20% of respondent said agree, and 15% of respondent said strongly agree. This result shows that the respondents do not find the difficulties when face the language structures.

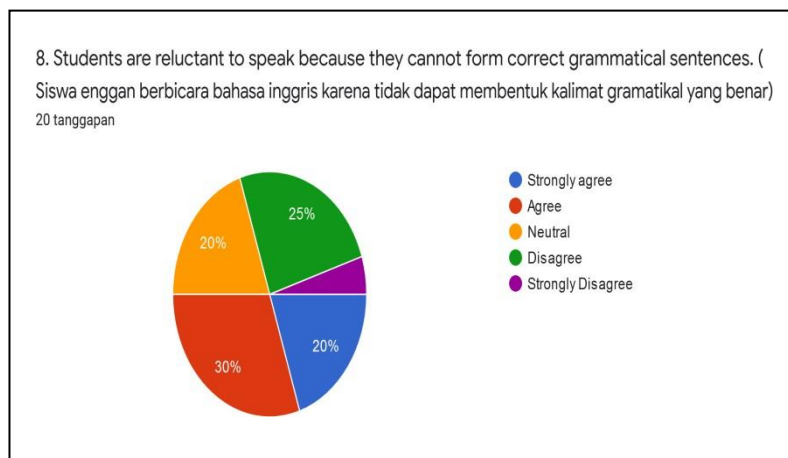


Figure.4.8. The Diagram Result of Questionnaire

Next, question number eight that stated, " *Students are reluctant to speak because they cannot form correct grammatical sentences.* " Has the data results 30% agree, 25% disagree, 20% strongly agree, 20% neutral, and 5% strongly disagree. This result shows that the respondents agree with this statement. Students can not form correct grammatical sentences is one the problems that faced English students.

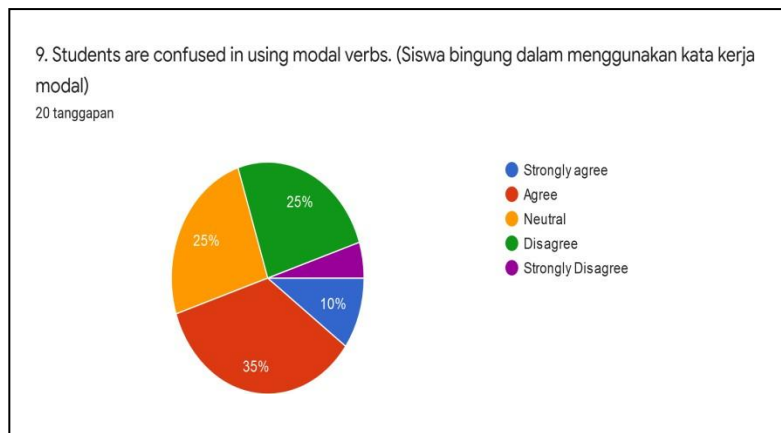


Figure.4.9. The Diagram Result of Questionnaire

Statement number nine is, " *Students are confused in using modal verbs.* "

It is proven by 35% of respondents choose agree, 25% of respondent choose neuutral, 25% of respondent choose agree, 10% of respondents chose strongly agree, and 5% of respondent are choose strongly disagree. Based on the data, agree is higher than other choices, it means that respondent still confused about the material of modal verbs.

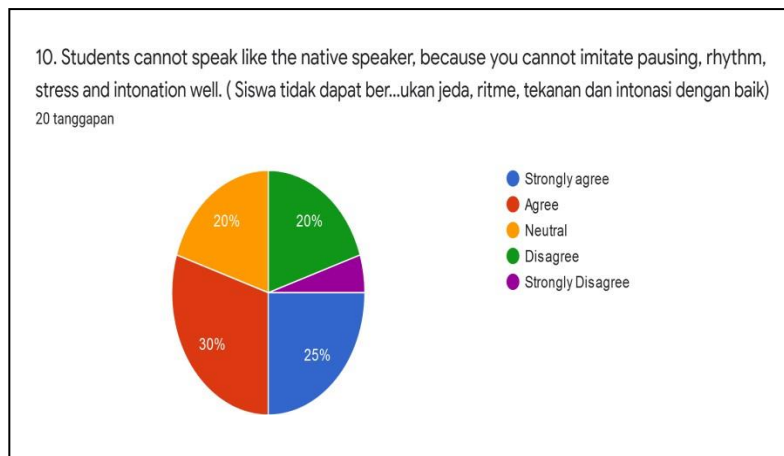


Figure.4.10. The Diagram Result of Questionnaire

The statement number ten is, " *Students cannot speak like the native speaker, because students cannot imitate pausing, rhythm, stress and intonation well.*" Have the result 30% of students answer agree, 25% of students answer strongly agree, 20% of students answer neutral, 20% of students answer disagree, and 5% of students answer strongly disagree. This result shows that the students can not speak fluently in English include imitate pausing, rhythm, stress, and intonation well.

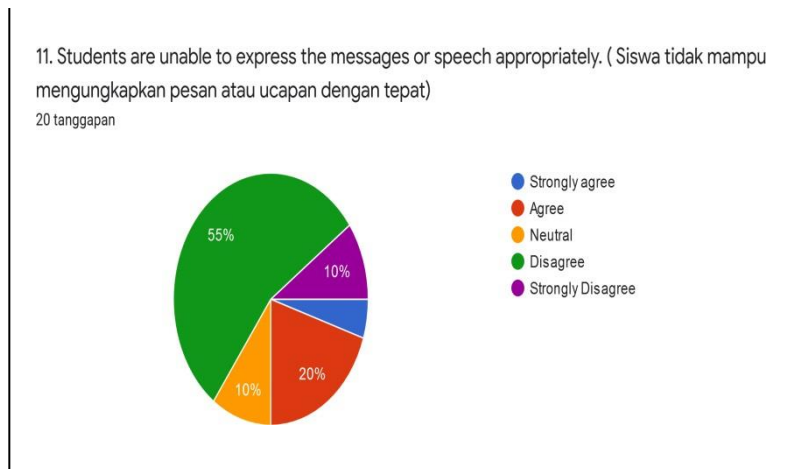


Figure.4.11. The Diagram Result of Questionnaire

The statement number eleven is, " *Students are unable to express the messages or speech appropriately.* " Have the data result 55% of students answer disagree, 20% of students answer agree, 10% of students answer neutral, 10% of students answer strongly disagree, and 5% of students answer strongly agree. It means that some students are disagree with this statement as we can see in the diagram. Disagree is the highest choices.

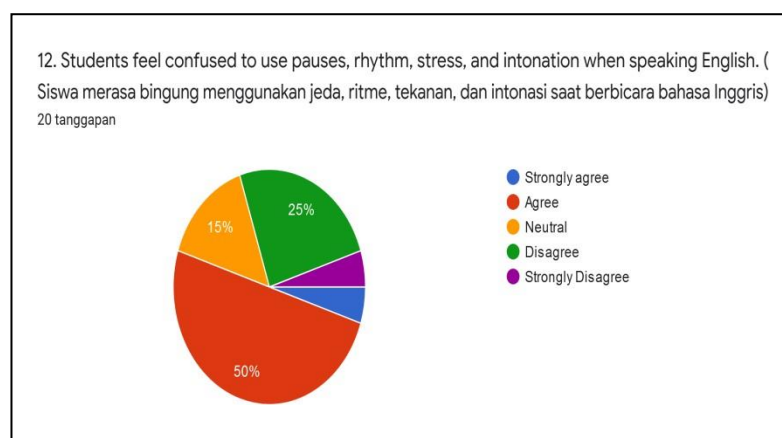


Figure.4.12. The Diagram Result of Questionnaire

The statement number twelve is, " *Students feel confused to use pauses, rhythm, stress, and intonation when speaking english.* " based on the diagram, data result 50% agree, 25% disagree, 15% neutral, and strongly agree and strongly disagree are 5%. This result shows that the students agree with this statement, and it means students still face error pronunciation. Especially on rhythm and stress.

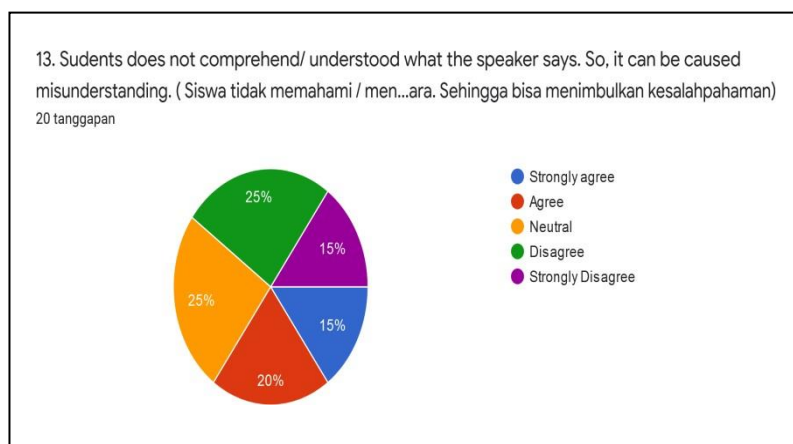


Figure.4.13. The Diagram Result of Questionnaire

The next statement is, " *Students does not comprehend/understood what the speaker says. So, it can be caused misunderstanding.* "Have the data result 25% of students choose disagree, 25% of students choose neutral, 20% of students choose agree, 15% of students choose strongly agree, and last 10% of students choose strongly disagree. In this result, we can see that there are variants of the answers from the five choices. however, neutral and disagree are the highest choices. It means, understanding the speaker says is not obstacle for English students. They have understand what native speaker says well.

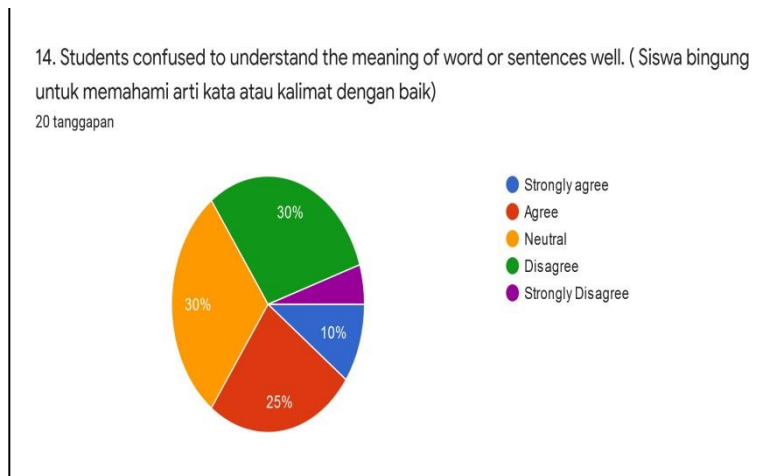


Figure.4.14. The Diagram Result of Questionnaire

The statement number fourteen is, " *Students confused to understand the meaning of word or sentences well.*" Based on the diagram, data result 30% neutral, 30% disagree, 25% agree, 10% strongly agree, and 5% strongly disagree. This result shows that choices neutral and disagree are the highest, it means that it is not a problem or difficulty most students face.

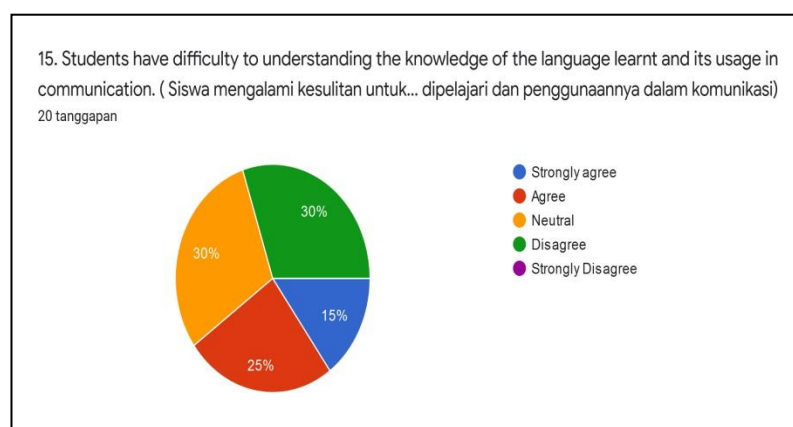


Figure.4.15. The Diagram Result of Questionnaire

The statement number fifteen is, "*Students have difficulty to understanding the knowledge if the language learnt and its usage in communication.*" Have the result 30% of respondents choose neutral, 30% of respondents choose disagree, 25% of respondents choose agree, 15% of respondents choose strongly agree. in learning English, Certainly there will be students who easily understand and others who find it difficult to understand the material. It is proven by the result of the diagram above, even though the choices of disagree and neutral is the highest, but many students who choose to agree. So some students have difficulty understanding while studying and others don't.

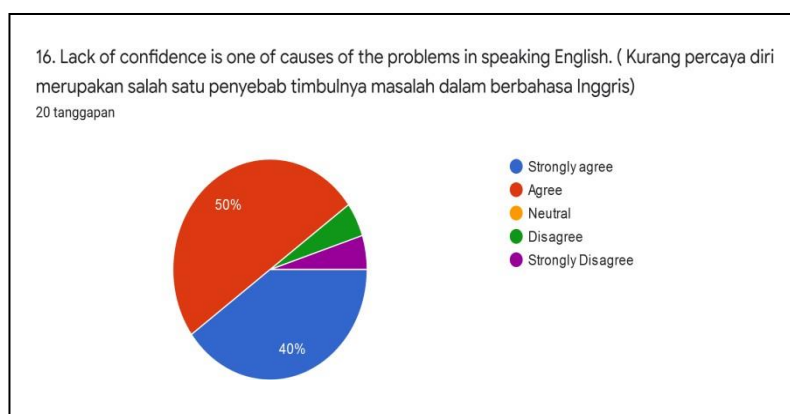


Figure.4.16. The Diagram Result of Questionnaire

The statement number sixteen is, "*Lack of confidence is one of causes of the problems in speaking English.*" Based on the diagram, the result 50% of students answer agree, 40% of students answer strongly disagree, 5% of students answer strongly disagree, and 5% of students answer disagree. That is the percentage of agreeing is higher, then next is strongly agree is higher. It is proven

that students really agree with this statement. As such, students become very cautious and lack self-confidence whenever they speak in the foreign language Yong Mei Fung (2016). Mostly, this lack of confidence also arise because inadequate of English language skill. From the data above, it means that there are many students who consider this lack of confident is a problem in their speaking English.

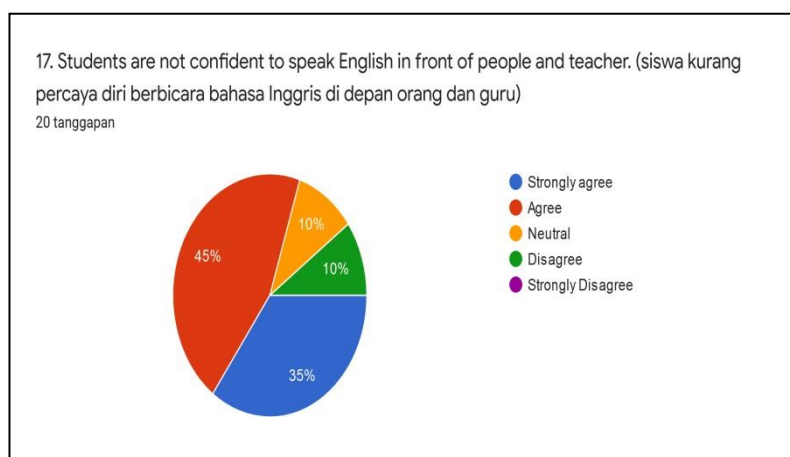


Figure.4.17. The Diagram Result of Questionnaire

The statement number seventeen is, "*Students are not confident to speak English in front of people and teacher.*" Have the data result 45% of respondents choose agree, 35% of respondents choose strongly disagree, 10% of respondents choose neutral, and again 10% of respondents choose disagree. This result shows that students agree with thi statement. Its proven by the percentage of agree and stronly agree are higher than other choices. It means, many students are not confidents to speak English in front of teacher.

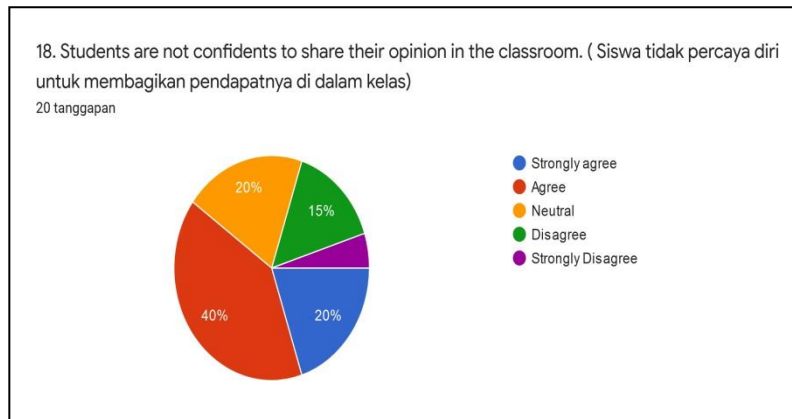


Figure.4.18. The Diagram Result of Questionnaire

The statement number eighteen is, " *Students are not confident to share their opinion in the classroom.*" Have the data result 40% of respondents choose agree, 20% of respondent choose strongly agree, 20% of respondents choose neutral, 15% of respondents choose disagree, 5% of respondents choose strongly disagree. The percentage of agree is higher than other choices. It proves that students face many difficulties in dealing with self-confidence in speaking English.

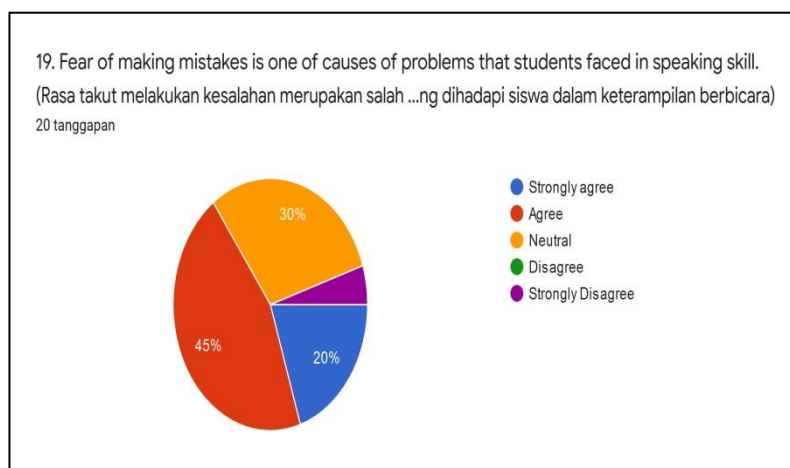


Figure.4.19. The Diagram Result of Questionnaire

The statement number nineteen is, "*Fear of making mistake is one of causes of problems that students faced in speaking skills.*" Based on the diagram, the data result 45% of students answer agree, 30% of students answer neutral, 20% of students answer strongly agree, and the last 5% of students answer strongly disagree. This result shows that the percentage of agreeing is higher than others. It means, students agree with this statement. And many students have a problems with that. The problem that most students faced in learning English where they feels worry and afraid to make a mistake, its a kind of problem that rise from their mental or from their assumptions about English (Deswarni, 2017).

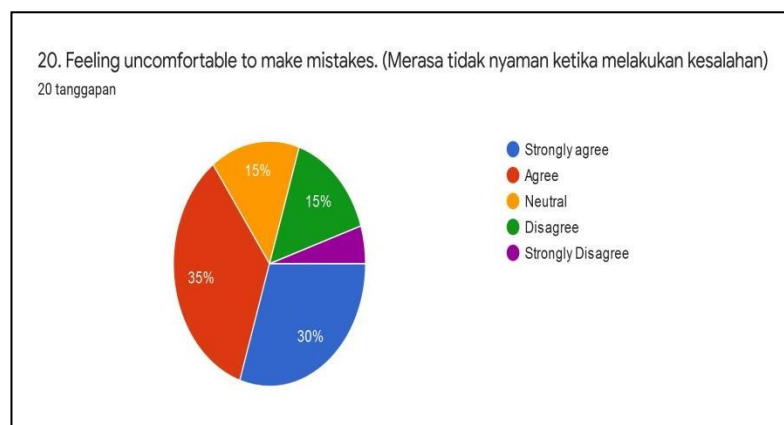


Figure.4.20. The Diagram Result of Questionnaire

The statement number twenty is, "*Feeling uncomfortable to make mistakes.*" Have the data result 35% of respondents choose agree, 30% of respondent choose strongly agree, 15% of respondents choose neutral, 15% of

respondents choose disagree, and 5% of respondents choose strongly disagree. This result shows that students agree with this statement, it is proven by the percentage of agree is higher than other choices. So that, students feel uncomfortable to make mistakes.

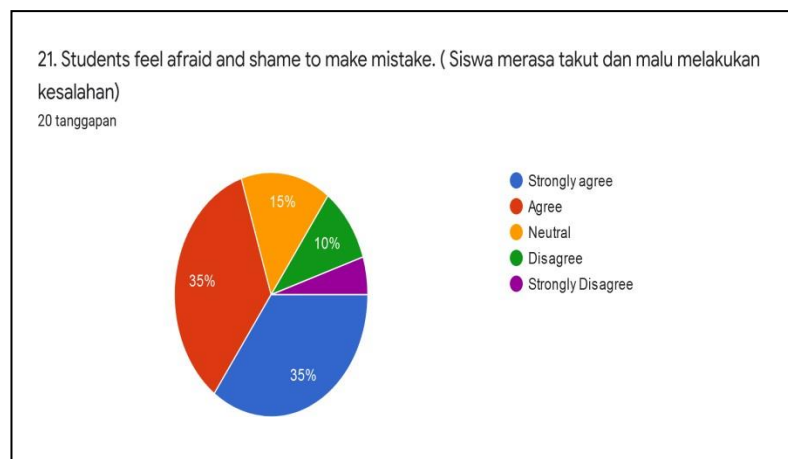


Figure.4.21. The Diagram Result of Questionnaire

The statement number twenty one is, "*Students feel afraid and shame to make mistake.*" Have the data result 35% agree, 35% strongy agree, 15% neutral, 10% disagree, 5%strongly disagree. By seeing the result, the choices of agree and strongly agree are higher than other choices. It means that student fear of making mistake, especially in front of people because because they are embarrassed to be laughed at. (Brown (1994) cited Tran, T&Dang, N. (2019)Anxiety is defined as "feeling of uneasiness, frustration, self doubt, apprehension or worry.

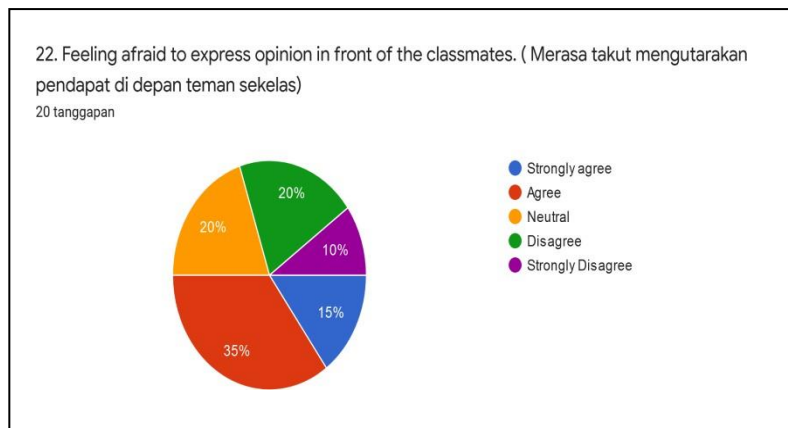


Figure.4.22. The Diagram Result of Questionnaire

The statement number twenty two is, "*Feeling afraid to express opinion in front of the classmate.*" In this statement, 35% of respondents choose agree, 20% of respondents choose neutral, 20% of respondents choose disagree, 15% of respondents choose strongly agree, 10% of respondents choose strongly disagree. Based on the data, agree is higher than other choices. It means that student agree with this statement. And many students are afraid to express their opinion in front of their classmate.

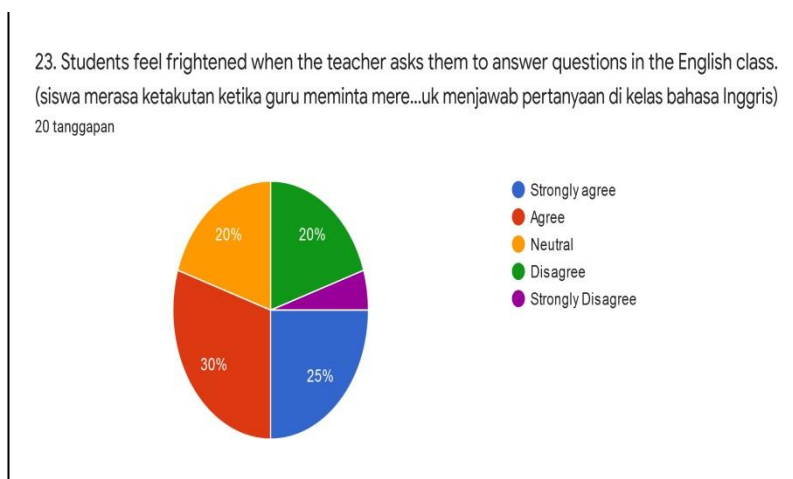


Figure.4.23. The Diagram Result of Questionnaire

The statement number twenty three is, "*Students feel frightened when the teacher asks to answer questions in the English class.*" Based on the diagram above, the data result 30% of students answer agree, 25% of students answer strongly agree, 20% of students answer neutral, 20% of students answer disagree, and 5% of students answer strongly disagree. The percentage of agree is the highest, then strongly agree in the second. It means that students agree with this statement, and many students feel worried when asked questions by the teacher. Anxiety and unwillingness during the English speaking process are considered two of the biggest obstacle for EFL learners (Ibnian, 2019). That is the reason anxiety is one of the factors causing EFL learners difficult in speaking English.

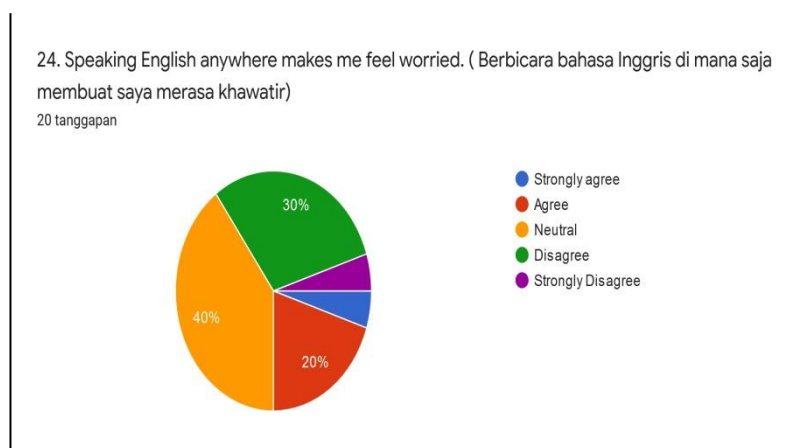


Figure.4.24. The Diagram Result of Questionnaire

The next statement is, "*Speaking English anywhere makes students feel worried.*" Have the data result 40% neutral, 30% disagree, 20% agree, 5% strongly agree, and also 5% strongly disagree. Based on the diagram above, the percentage of neutral is higher than others. It shows that students are not worried about speaking English anywhere.

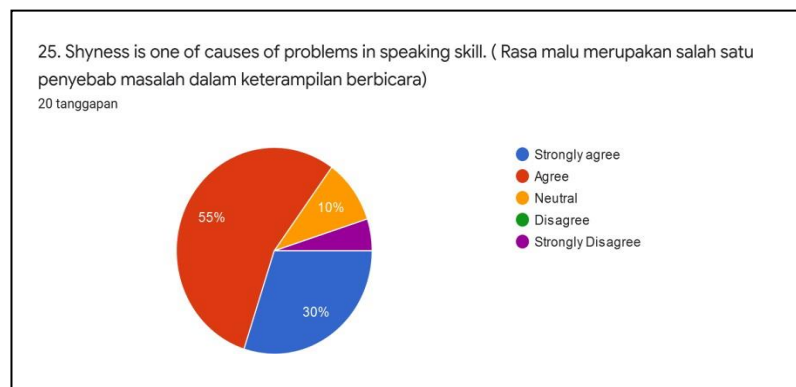


Figure.4.25. The Diagram Result of Questionnaire

The next statement is, "*Shyness is one of causes of the problems in speaking skill.*" In this result, 55% of respondents choose agree, 30% of respondents choose strongly agree, 10% of respondents choose neutral, and 5% of respondents choose strongly disagree. The data result shows the percentage of agree is the highest. It is prove that students agree with this statement. And shyness is one of the significant problems that student faced.

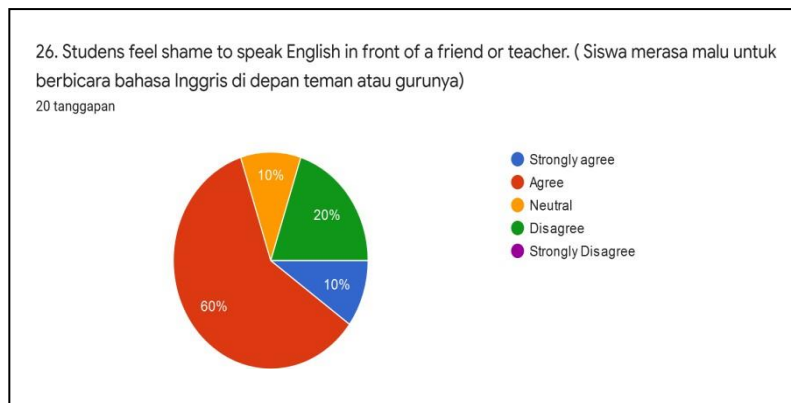


Figure.4.26. The Diagram Result of Questionnaire

The statement number twenty six is, "*Students feel shame to speak English in front of a friend or teacher.*" Have the data result 60% of respondents choose agree, 20% of respondents choose disagree, 10% of respondents choose strongly agree, 10% of respondents choose neutral. The result shows that students agree with this statement. It is proven by the percentage of agree is the highest (60%). Students feel shame to speak English in front of their friend or teacher in the class.

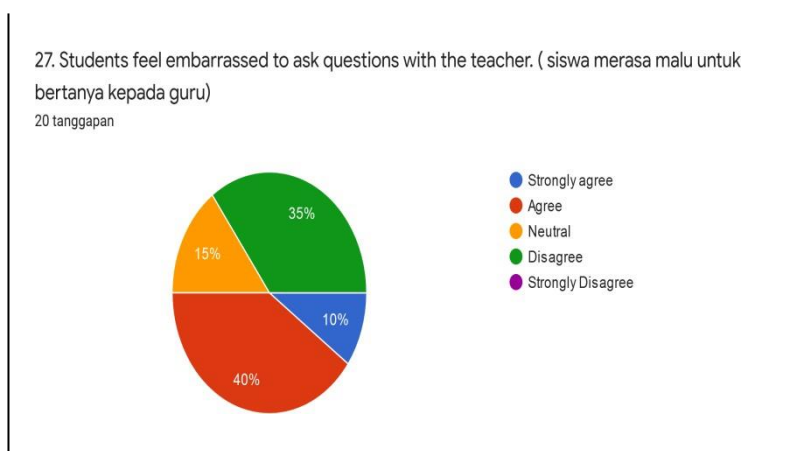


Figure.4.27. The Diagram Result of Questionnaire

The next statement is, "*Students feel embarrassed to ask question with the teacher.*" Based on the data result, 40% of students answer agree, 35% of students answer disagree, 15% of students answer neutral, 10% of students answer strongly agree. The percentage of agree is higher than others. But, the percentage of disagree also have a high point after the percentage of agree. It shows that, there are some students disagree with this statement. But for others, this is a problem faced by students in learning speaking English.

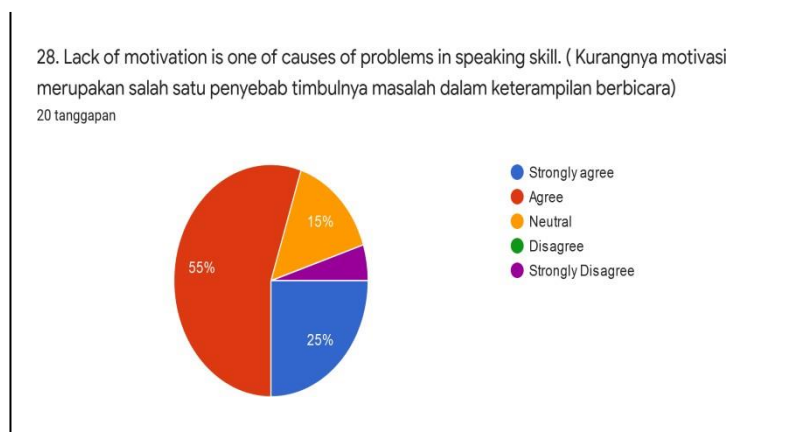


Figure.4.28. The Diagram Result of Questionnaire

The statement number twenty eight is, "*Lack of motivation is one of the causes of problems in speaking skill.*" In this result, 55% of respondents choose agree, 25% of respondents choose strongly agree, 15% of respondents choose neutral, and 5% of respondents choose strongly disagree. Motivation is needed in every learning process. whether it comes from yourself or from others. In this sense, motivation is a key consideration in determining the preparedness of learners to communication (Hosni, 2016). Based on the diagram above, the

percentage of agree is the highest (55%). It shows that students agree with this statement, and lack of motivation is the problem that student faced. Learners have pleasure for a second or foreign language learning when they receive motivation, especially internal motivation because it could be well predicted by perceived second language ability and independence (Wu,2012; Souriyavongsa et al.,2013).

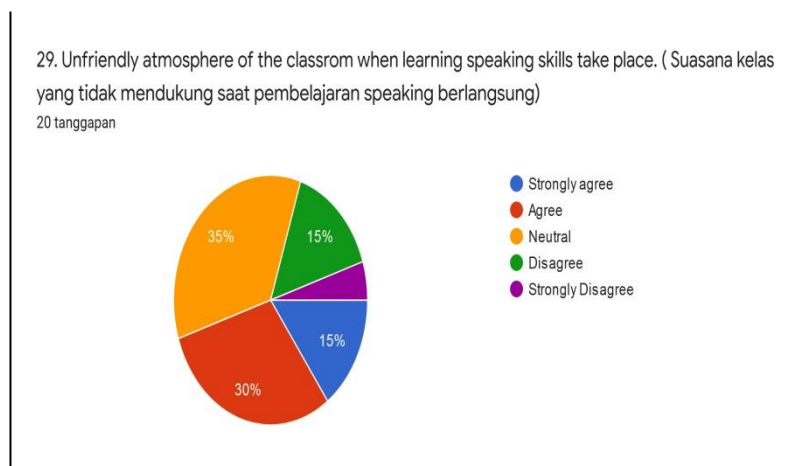


Figure.4.29. The Diagram Result of Questionnaire

The next statement is, "*Unfriendly atmosphere of the classroom when learning speaking skill take place.*" Have the data result 35% of respondents choose neutral, 30% of respondent choose agree, 15% of respondents choose strongly agree, 15% of respondents choose disagree, and 5% of respondents choose strongly disagree. Class situation also needed in the continuity of learning process. in this case, for support students in learning speaking skills. if the learning atmosphere does not support, students will find it difficult to accept the learning. And the percentage of neutral is higher than other choices, then next is agree with

the percentage 30%. It shows that situation in classroom also a problems that student faced on speaking English.(Al-Hosni, 2016) causes of the students lack of motivation are uninspired teaching, boredom, lack of knowlegde about the goals of the instructional program, etc. Uninspired teaching , affects students motivation to learn. In this context, monotonous teaching, in many cases, reduces the students motivation due to their feeling of boredom. This shows that paying attentionto the learning process also have a influential in speaking English.

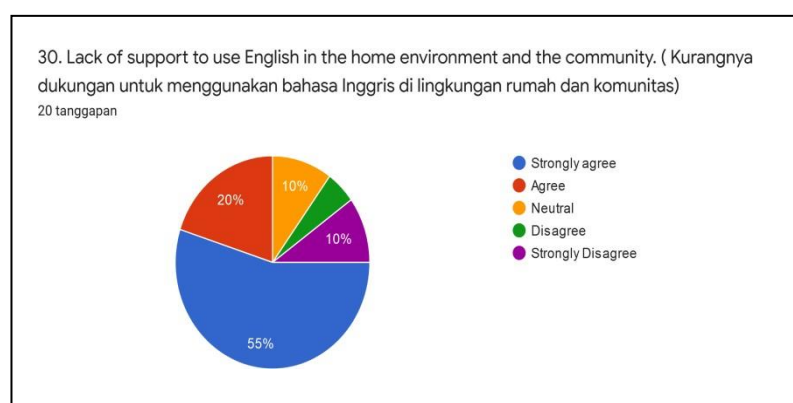


Figure.4.30. The Diagram Result of Questionnaire

The last statement is,"*Lack of support to use English in the home environment and the community.*"Based on the the diagram, the data result 55% of respondent choose strongly agree, 20% of respondent choose agree, 10% of respondent choose neutral, 10% of respondent choose strongly disagree, and 5% of respondents choose disagree.In this result, the percentage of strongly disagree is the highest (55%). It shows that the student agree with this statement. and the surrounding environment is also a problem for students to speak English fluently. students speak English only when in the classroom or with the teacher.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestion of the research. After collecting the data and analyzing the result of the research, the researcher drew some conclusion and suggestion as follows:

A. Conclusion

As explained in the previous chapter, the aims of this study is to find out the causes of students' speaking difficulties. Based on the data analysis, it could be concluded that speaking difficulties encountered by English students of the third- semester at Pancasakti University Tegal. There are many factors that affecting the students' speaking skills. On the question of this study, that 'what are the main speaking difficulties encountered by EFL learners?', the researcher found the main difficulty of the students in speaking English, that is 'lack of confidence' . Based on the data described above, the result of the questionnaire that distributed to the samples shows that lack of confidence is the highest. Lack of confidence make students reluctant to speak up or convey their opinion in front of teacher or their classmates.

For the second question in this study, 'What are the factors of causes of speaking difficulties encountered by English students of the third-semester at Pancasakti University Tegal ?'from the data results, it can be concluded that the causes of the students difficulties are lack of confidence is the highest, 13%. Pronunciation is the second factor of causing a speaking difficulties,

12%. Then, there are vocabulary, fear of mistake, and lack of motivation in the next factors of causing speaking difficulties, 11%. Shyness 10%, grammar 9%, comprehension and anxiety 8%, fluency 7%. As the result above, unconfident were commonly caused difficulties in speaking English.

B. SUGGESTION

Considering the result of the research, the researcher would like to give some suggestion as follow:

For the students :

1. The students should build their confidence to practice speaking.
2. Certainly, the students should practice to speak English as often as possible. In order to increase their fluency and the speaking ability.
3. The students should improve the pronunciation, vocabulary, and meaning by using dictionary that can be easily used in their speaking activity.
4. The students should be more creative and have motivation to learn and practice speaking English.
5. The students should not be shy to express their opinion or ideas in the classroom.
6. The students should not be afraid of making mistake.

For the the teacher :

1. The teacher needs to motivate and stimulate students' opinion to increase students attention in learning English especially speaking.

2. The teachers are expected to use learning methods that are interesting and suitable with the condition of class. So that, on learning process the students do not feel bored.

For the next researcher :

This study is to analyze the students' difficulties of speaking, for the further researcher hopefully able to give inspiration for those who want to conduct a research about the speaking skills. And the researcher must be creative and better at doing the research. Also have a positive effect on both teacher and students.

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Appendix

Appendix 1. Instrument of the questionnaire

Questionnaire about the causes of speaking problem

Pertanyaan Respons 20

Bagian 1 dari 2

Questionnaire about the causes of speaking problems

Angket ini bertujuan untuk mengetahui masalah dan faktor faktor yang dihadapi mahasiswa dalam berbicara bahasa Inggris. Dibawah ini adalah sejumlah pernyataan yang dapat disetujui oleh sebagian orang dan yang lainnya tidak. Dalam menjawab pertanyaan dibawah ini, berilah tanda pada salah satu opsi yang sesuai dengan pilihan jawaban anda, manapun yang anda pilih akan menunjukan perasaan anda sendiri yang didasarkan pada semua yang anda alami.
Catatan : Tidak ada jawaban benar atau salah.

Nama

Teks jawaban singkat

kelas *

Teks jawaban singkat

Questionnaire about the causes of speaking problem

Pertanyaan Respons 20

Bagian 2 dari 2

Questionnaire

Deskripsi (opsional)

1. Lack of vocabulary is one of the problems that students faced in speaking skill. (kekurangan kosakata merupakan salah satu masalah yang dihadapi oleh siswa dalam kemampuan berbicara) *

☐ Strongly agree

☐ Agree

☐ Neutral

☐ Disagree

☐ Strongly Disagree

2. Students not having sufficient vocabulary knowlegde. (siswa tidak memiliki pengetahuan kosakata yang memadai) *

☐ Strongly agree

Questionnaire about the causes of speaking problem

Pertanyaan Respons 20

2. Students not having sufficient vocabulary knowledge. (siswa tidak memiliki pengetahuan kosakata yang memadai)

☐ Strongly agree

☐ Agree

☐ Neutral

☐ Disagree

☐ Strongly Disagree

3. Difficulty in choosing the appropriate vocabulary when speaking English. (siswa kesulitan dalam memilih kosakata yang sesuai saat berbicara bahasa Inggris)

☐ Strongly agree

☐ Agree

☐ Neutral

☐ Disagree

☐ Strongly Disagree

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Questionnaire about the causes of speaking problem

Pertanyaan Respons 20

4. Students do not know how to pronounce well in English is the one of the problems that students faced in speaking English. (Siswa tidak tahu bagaimana mengucapkan dengan baik dalam bahasa Inggris adalah salah satu masalah yang dihadapi siswa dalam berbicara bahasa Inggris)

☐ Strongly agree

☐ Agree

☐ Neutral

☐ Disagree

☐ Strongly Disagree

5. Students feel difficulty to distinguished words that have the similar pronounce in English. (Siswa merasa kesulitan untuk membedakan kata yang memiliki pengucapan yang mirip dalam bahasa Inggris)

☐ Strongly agree

☐ Agree

Questionnaire about the causes of speaking problem

Pertanyaan Respons 20

6. Difficulty in giving correct words stress towards the English words. (siswa kesulitan dalam memberikan tekanan pada kata dengan benar dalam bahasa Inggris)

☐ Strongly agree

☐ Agree

☐ Neutral

☐ Disagree

☐ Strongly Disagree

7. Students cannot form the sentence well in English. (Siswa tidak dapat membentuk kalimat dengan baik dalam bahasa Inggris)

☐ Strongly agree

☐ Agree

☐ Neutral

☐ Disagree

☐ Strongly Disagree

Questionnaire about the causes of speaking problem

Pertanyaan Respons 20

8. Students are reluctant to speak because they cannot form correct grammatical sentences. (Siswa enggan berbicara bahasa Inggris karena tidak dapat membentuk kalimat gramatikal yang benar)

☐ Strongly agree

☐ Agree

☐ Neutral

☐ Disagree

☐ Strongly Disagree

9. Students are confused in using modal verbs. (Siswa bingung dalam menggunakan kata kerja modal)

☐ Strongly agree

☐ Agree

☐ Neutral

☐ Disagree

Questionnaire about the causes of speaking problem

Pertanyaan Respons 20

10. Students cannot speak like the native speaker, because you cannot imitate pausing, rhythm, stress and intonation well. (Siswa tidak dapat berbicara seperti penutur asli, karena tidak dapat menirukan jeda, ritme, tekanan dan intonasi dengan baik)

- ☐ Strongly agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly Disagree

11. Students are unable to express the messages or speech appropriately. (Siswa tidak mampu mengungkapkan pesan atau ucapan dengan tepat)

- ☐ Strongly agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree

Questionnaire about the causes of speaking problem

Pertanyaan Respons 20

12. Students feel confused to use pauses, rhythm, stress, and intonation when speaking English. (Siswa merasa bingung menggunakan jeda, ritme, tekanan, dan intonasi saat berbicara bahasa Inggris)

- ☐ Strongly agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly Disagree

13. Students does not comprehend/ understood what the speaker says. So, it can be caused misunderstanding. (Siswa tidak memahami / mengerti apa yang dikatakan pembicara. Sehingga bisa menimbulkan kesalahpahaman)

- ☐ Strongly agree
- ☐ Agree
- ☐ Neutral

Questionnaire about the causes of speaking problem

Pertanyaan Respons 20

14. Students confused to understand the meaning of word or sentences well. (Siswa bingung untuk memahami arti kata atau kalimat dengan baik)

- ☐ Strongly agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly Disagree

15. Students have difficulty to understanding the knowledge of the language learnt and its usage in communication. (Siswa mengalami kesulitan untuk memahami pengetahuan bahasa yang dipelajari dan penggunaannya dalam komunikasi)

- ☐ Strongly agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree

Questionnaire about the causes of speaking problem

Pertanyaan Respons 20

16. Lack of confidence is one of causes of the problems in speaking English. (Kurang percaya diri merupakan salah satu penyebab timbulnya masalah dalam berbahasa Inggris)

- ☐ Strongly agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly Disagree

17. Students are not confident to speak English in front of people and teacher. (siswa kurang percaya diri berbicara bahasa Inggris di depan orang dan guru)

- ☐ Strongly agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly Disagree

Questionnaire about the causes of speaking problem

Pertanyaan Respons 4/5

18. Students are not confident to share their opinion in the classroom. (Siswa tidak percaya diri untuk membagikan pendapatnya di dalam kelas)

☐ Strongly agree

☐ Agree

☐ Neutral

☐ Disagree

☐ Strongly Disagree

19. Fear of making mistakes is one of causes of problems that students faced in speaking skill. (Rasa takut melakukan kesalahan merupakan salah satu penyebab masalah yang dihadapi siswa dalam keterampilan berbicara)

☐ Strongly agree

☐ Agree

☐ Neutral

☐ Disagree

Questionnaire about the causes of speaking problem

Pertanyaan Respons 4/5

20. Feeling uncomfortable to make mistakes. (Merasa tidak nyaman ketika melakukan kesalahan)

☐ Strongly agree

☐ Agree

☐ Neutral

☐ Disagree

☐ Strongly Disagree

21. Students feel afraid and shame to make mistake. (Siswa merasa takut dan malu melakukan kesalahan)

☐ Strongly agree

☐ Agree

☐ Neutral

☐ Disagree

☐ Strongly Disagree

Questionnaire about the causes of speaking problem

Pertanyaan Respons 4/5

22. Feeling afraid to express opinion in front of the classmates. (Merasa takut mengutarakan pendapat di depan teman sekelas)

☐ Strongly agree

☐ Agree

☐ Neutral

☐ Disagree

☐ Strongly Disagree

23. Students feel frightened when the teacher asks them to answer questions in the English class. (Siswa merasa ketakutan ketika guru meminta mereka untuk menjawab pertanyaan di kelas bahasa Inggris)

☐ Strongly agree

☐ Agree

☐ Neutral

☐ Disagree

☐ Strongly Disagree

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24. Speaking English anywhere makes me feel worried. (Berbicara bahasa Inggris di mana saja membuat saya merasa khawatir)

☐ Strongly agree

☐ Agree

☐ Neutral

☐ Disagree

☐ Strongly Disagree

25. Shyness is one of causes of problems in speaking skill. (Rasa malu merupakan salah satu penyebab masalah dalam keterampilan berbicara)

☐ Strongly agree

☐ Agree

☐ Neutral

☐ Disagree

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26. Students feel shame to speak English in front of a friend or teacher. (Siswa merasa malu untuk berbicara bahasa Inggris di depan teman atau gurunya)

☐ Strongly agree

☐ Agree

☐ Neutral

☐ Disagree

☐ Strongly Disagree

27. Students feel embarrassed to ask questions with the teacher. (siswa merasa malu untuk bertanya kepada guru)

☐ Strongly agree

☐ Agree

☐ Neutral

☐ Disagree

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28. Lack of motivation is one of causes of problems in speaking skill. (Kurangnya motivasi merupakan salah satu penyebab timbulnya masalah dalam keterampilan berbicara)

☐ Strongly agree

☐ Agree

☐ Neutral

☐ Disagree

☐ Strongly Disagree

29. Unfriendly atmosphere of the classroom when learning speaking skills take place. (Suasana kelas yang tidak mendukung saat pembelajaran speaking berlangsung)

☐ Strongly agree

☐ Agree

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☐ Agree

☐ Neutral

☐ Disagree

☐ Strongly Disagree

30. Lack of support to use English in the home environment and the community. (Kurangnya dukungan untuk menggunakan bahasa Inggris di lingkungan rumah dan komunitas) *

☐ Strongly agree

☐ Agree

☐ Neutral

☐ Disagree

☐ Strongly Disagree

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Appendix 2. Students' attendance list

PENDIDIKAN BAHASA INGGRIS
UNIVERSITAS PANGASAKTI TEGAL
Jl. Halmahera KM. 01 Tegal 52033-51082 Fax: 0283-351082 Tegal Jawa Tengah 52123

DAFTAR HADIR UJIAN TENGAH SEMESTER

Mata Kuliah (KMU/SKS) : SPEAKING FOR ACADEMIC PURPOSES (BE164307 /2 Hari) : - WIB
Tahun Akademik : 2020/2021 - Genap : - Kelas :
Dosen Pengampu : SANDAY JAMALUDIN : SPEAKING A-P-A

NO.	NIM	NAMA MAHASISWA	TTD	NILAI					
				TUGAS	PRAKT	UTS	UAS	AKHIR	KET
1	1617500022	MUHAMAD IFAN DWI KURNIAWAN							
2	1619500001	MYPTI NAHLAH							
3	1619500003	WAHYU KRISTAYUNI							
4	1619500005	SHEILA NOURMA YUNTA							
5	1619500014	ALDEHIT BASTHA							
6	1619500018	FEBI DWI LESTARI							
7	1619500026	SUNI NUR AMALIA							
8	1619500033	GHINA HARDANI ZULFATUNNISA							
9	1619500037	SALSABILA HANUM							
10	1619500038	NIKEN W. TRI AYU							
11	1619500039	DEA NUR AZZAH							
12	1619500042	NOVIA DWI SEPTIANI							
13	1619500044	PUTRI CINDY PUSPITASARI							
14	1619500045	SYIFA MELLIANA							
15	1619500046	ADITYA BENTO LESMANA							
16	1619500050	DHHA ELMAS ZAHARANI							
17	1619500051	ELMIRA NOER SHAUME ISNAENDIKA							
18	1619500053	DEVYA FITRIYANI							
19	1619500057	NUR HAFIDHAH RETIKHOMAH							
20	1619500065	NAHDATUL NABILLA							
21	1629600040	AHMAD FAISAL IMADUDDIN							

Jumlah Mahasiswa Peserta Ujian :
Jumlah Mahasiswa yang Hadir :
Tgl cetak : 1/10/2020
TUGAS :
Dosen Pengampu I :
(SANDAY JAMALUDIN)

Appendix 3. The results of validity test of the questionnaire

Correlations		X1P1	X1P2	X1P3	X1P4	Score_X1
X1P1	Pearson Correlation	1	,470 [*]	,164	,475 [*]	,748 ^{**}
	Sig. (2-tailed)		,036	,490	,034	,000
	N	20	20	20	20	20
X1P2	Pearson Correlation	,470 [*]	1	,042	,185	,623 ^{**}
	Sig. (2-tailed)	,036		,861	,434	,003
	N	20	20	20	20	20
X1P3	Pearson Correlation	,164	,042	1	,315	,586 ^{**}
	Sig. (2-tailed)	,490	,861		,176	,007
	N	20	20	20	20	20
X1P4	Pearson Correlation	,475 [*]	,185	,315	1	,742 ^{**}
	Sig. (2-tailed)	,034	,434	,176		,000
	N	20	20	20	20	20
Score_X1	Pearson Correlation	,748 ^{**}	,623 ^{**}	,586 ^{**}	,742 ^{**}	1
	Sig. (2-tailed)	,000	,003	,007	,000	
	N	20	20	20	20	20

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

Correlations

		€2P1	.k2 P 2	*2 P3	??P4	Score_X 2
.12 P1	Pearson Correlation	1	,311	,122	,309	,733
	Sig. (2-tailed)		,182	,608	,185	,000
	N	20	20	20	20	20
.K2P2	Pearson Correlation	,311	1	,241	,316	,675
	Sig. (2-tailed)	,102		,307	,175	,001
	N	20	20	20	20	20
X2P3	Pearson Correlation	,122	,241	1	,108	,524
	Sig. (2-tailed)	,608	,307		,652	,018
	N	20	20	20	20	20
X2P4	Pearson Correlation	,309	,316	,108	1	,665
	Sig. (2-tailed)	,185	,175	,652		,001
	N	20	20	20	20	20
Score_?k2	Pearson Correlation	,733	,675	,524	,665	1
	Sig. (2-tailed)	,000	,001	,018	,001	
	N	20	20	20	20	20

* Correlation is significant at the 0.01 level (2-tailed).

* Correlation is significant at the 0.05 level (2-tailed).

Correlations

		.k3 P1	.k3 P2	X3P3	X3P4	Score_X3
TX3 P1	Pearson Correlation	1	,145	,133	,265	,650
	Sig. (2-tailed)		,542	,576	,259	,002
	N	20	20	20	30	20
X3P2	Pearson Correlation	,145	1	,050	,119	,456
	Sig. (2-tailed)	,542		,899	,617	,043
	N	20	20	20	20	20
X3P3	Pearson Correlation	,133	,030	1	,414	,654
	Sig. (2-tailed)	,576	,099		,070	,002
	N	20	20	20	20	20
X3P4	Pearson Correlation	,265	,119	,414	1	,725
	Sig. (2-tailed)	,259	,617	,070		,000
	N	20	20	20	20	
Score .13	Pearson Correlation	,650	,456	,654	,725	
	Sig. (2-tailed)	,002	,043	,002	,000	
	N	20	20	20	20	20

* Correlation is significant at the 0.01 level (2-tailed).

* Correlation is significant at the 0.05 level (2-tailed).

Correlations

		X4P1	X4P2	X4P3	X4P4	Score_X4
T4P1	Pearson Correlation		,323	,502	,799	
	Sig. (2-tailed)		,05	,024	,000	
	N	20	20	20	20	20
T4P2	Pearson Correlation	,442		,057	,548	,746
	Sig. (2-tailed)	,051		,812	,013	,000
	N	20	20	20	20	20
T4P3	Pearson Correlation	,323	,057	1	,492	,535
	Sig. (2-tailed)	,164	,012		,028	,015
	N	20	20	20	20	30
.14P4	Pearson Correlation	,548	,492			,851
	Sig. (2-tailed)	,024	,028			,000
	N	20	20	20	20	20
Score_X4	Pearson Correlation	,799	,746	,535	,851	
	Sig. (2-tailed)	,000	,000	,015	,000	
	N	20	20	20	20	30

* Correlation is significant at the 0.05 level (2-tailed).

^ Correlation is significant at the 0.01 level (2-tailed).

Correlations

		.XSP1	.ISP2	XSP3	XSP4	Score_X5
X5P1	Pearson Correlation	1	.425	.026	.357	.686
	Sig. (2-tailed)		.061	.912	.122	.001
	N	20	20	20	20	20
X5P2	Pearson Correlation	.425	1	.149	.477	.743
	Sig. (2-tailed)	.061		.530	.033	.000
	N	20	20	20	20	20
X5P3	Pearson Correlation	.026	.149	1	.329	.552
	Sig. (2-tailed)	.912	.530		.157	.012
	N	20	20	20	30	30
X5P4	Pearson Correlation	.357	.477	.329	1	.758
	Sig. (2-tailed)	.122	.033	.157		.000
	N	20	20	20	20	20
Score_X5	Pearson Correlation	.686	.743	.552	.758	1
	Sig. (2-tailed)	.001	.000	.012	.000	
	N	20	20	20	20	20

* Correlation is significant at the 0.01 level (2-tailed).

* Correlation is significant at the 0.05 level (2-tailed).

Correlations

		Y1 P1	Y1 P2	Y1 P3	Y1 P4	Score_Y1
Y1 P1	Pearson Correlation	1	.696	.761	.212	.706
	Sig. (2-tailed)		.001	.267	.369	.001
	N	20	20	20	20	20
Y1 P2	Pearson Correlation	.696	1	.492	.418	.892
	Sig. (2-tailed)	.001		.027	.067	.000
	N	20	20	20	20	20
Y1 P3	Pearson Correlation	.761	.492	1	.238	.651
	Sig. (2-tailed)	.267	.027		.313	.002
	N	20	20	20	20	20
Y1 P4	Pearson Correlation	.212	.418	.238	1	.681
	Sig. (2-tailed)	.369	.067	.313		.001
	N	20	20	20	20	20
Score_Y1	Pearson Correlation	.706	.892	.651	.681	1
	Sig. (2-tailed)	.001	.000	.002	.001	
	N	20	20	20	20	20

*. Correlation is significant at the 0.01 level (2-tailed).

* Correlation is significant at the 0.05 level (2-tailed).

Correlations

		Y2 P1	Y2 P2	Y2 P3	Y2 P4	Score_Y2
Y2 P1	Pearson Correlation	1	.463	.320	.090	.679
	Sig. (2-tailed)		.040	.169	.705	.001
	N	20	20	20	20	20
Y2 P2	Pearson Correlation	.463	1	.637	.034	.814
	Sig. (2-tailed)	.040		.000	.886	.000
	N	20	20	20	20	20
Y2 P3	Pearson Correlation	.320	.637	1	.261	.587
	Sig. (2-tailed)	.169	.000		.267	.006
	N	20	20	20	20	20
Y2 P4	Pearson Correlation	.090	.034	.261	1	.457
	Sig. (2-tailed)	.705	.886	.267		.043
	N	20	20	20	20	20
Score_Y2	Pearson Correlation	.679	.814	.587	.457	1
	Sig. (2-tailed)	.001	.000	.006	.043	
	N	20	20	20	20	20

* Correlation is significant at the 0.05 level (2-tailed).

* Correlation is significant at the 0.01 level (2-tailed).

Correlations

		Y3P1	Y3P2	Y3P3	Y3P4	Score_Y3
Y3P1	Pearson Correlation	1	.162	.144	.313	.516 [*]
	Sig. (2-tailed)		.494	.544	.170	.020
	N	20	20	20	30	30
Y3P2	Pearson Correlation	.162		.171	.687 [*]	.813 [*]
	Sig. (2-tailed)	.494		.108	.001	.000
	N	20	<0	<0	<0	<0
Y3P3	Pearson Correlation	.144	.371	1	.392	.634 ^{**}
	Sig. (2-tailed)	.544	.108		.088	.003
	N	20	20	20	20	20
Y3P4	Pearson Correlation	.313	.687 [*]	.392	1	.817 [*]
	Sig. (2-tailed)	.178	.001	.088		.000
	N	20	20	20	20	20
Score_Y3	Pearson Correlation	.516 [*]	.813 ^{**}	.634 ^{**}	.877 [*]	
	Sig. (2-tailed)	.020	.000	.003	.000	
	N	20	20	20	20	20

^{*} Correlation is significant at the 0.05 level (2-tailed).

^{**} Correlation is significant at the 0.01 level (2-tailed).

Correlations

		Y4P1	Y4P2	Y4P3	Y4P4	Score_Y4
Y4P1	Pearson Correlation	1	.486	.091	.185	.609
	Sig. (2-tailed)		.010	.702	.435	.004
	N	20	20	20	20	20
Y4P2	Pearson Correlation	.486		.386	.336	.792
	Sig. (2-tailed)	.030		.093	.147	.000
	N	20	20	20	20	20
Y4P3	Pearson Correlation	.091	.386	1	.662 [*]	.741
	Sig. (2-tailed)	.702	.093		.001	.000
	N	20	20	20	20	20
Y4P4	Pearson Correlation	.185	.336	.662 ^{**}	1	.735 ^{**}
	Sig. (2-tailed)	.435	.147	.001		.000
	N	20	*0	20	<0	<0
Score_Y4	Pearson Correlation	.609	.792	.741	.735	1
	Sig. (2-tailed)	.004	.000	.000	.000	
	N	20	20	20	20	20

^{*} Correlation is significant at the 0.05 level (2-tailed).

^{**} Correlation is significant at the 0.01 level (2-tailed).

Correlations						
		Y5P1	Y5P2	Y5P3	Y5P4	Score_Y5
Y5P1	Pearson Correlation	1	,282	,252	,528*	,835**
	Sig. (2-tailed)		,228	,283	,017	,000
	N	20	20	20	20	20
Y5P2	Pearson Correlation	,282	1	-,025	-,152	,482*
	Sig. (2-tailed)	,228		,918	,521	,032
	N	20	20	20	20	20
Y5P3	Pearson Correlation	,252	-,025	1	-,048	,531*
	Sig. (2-tailed)	,283	,918		,841	,016
	N	20	20	20	20	20
Y5P4	Pearson Correlation	,528*	-,152	-,048	1	,530*
	Sig. (2-tailed)	,017	,521	,841		,016
	N	20	20	20	20	20
Score_Y5	Pearson Correlation	,835**	,482*	,531*	,530*	1
	Sig. (2-tailed)	,000	,032	,016	,016	
	N	20	20	20	20	20

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

Appendix 4. The result of reliability test of the questionnaire

Case Processing Summary

	N	%
Cases Valid	20	100,0
Excluded ^a	0	,0
Total	20	100,0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
,861	40

Appendix 5. questionnaire for the non-sample

Vocabulary	<ol style="list-style-type: none"> 1. Lack of vocabulary is the one of the problems that students faced in speaking skill 2. Students not having sufficient vocabulary knowlegde. 3. Difficulty in choosing the appropriate vocabulary when speaking English. 4. Difficulty in translating the words given spontaneously
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Pronunciation	<ul style="list-style-type: none"> 5. Students do not know how to pronounce well in English is the one of the problems that students faced in speaking English. 6. Students feel difficulty to distinguished words that have the similar pronounce in English. 7. Students often mispronounce the English words. 8. Difficulty in giving correct words stress towards the English words.
Grammar	<ul style="list-style-type: none"> 9. Students cannot form the sentence well in English 10. Sometimes, students confused to arrange correct sentence in conversation 11. Students are reluctant to speak because they cannot form correct grammatical sentences. 12. Students are confused in using modal verbs.
Fluency	<ul style="list-style-type: none"> 13. Students cannot speak like the native speaker, because you cannot imitate pausing, rhythm, stress and intonation well. 14. Students are unable to express the messages or speech appropriately 15. Students sometimes hesitate and stop in the middle of sentence to think the appropriate word to say next. 16. Students feel confused to use pauses, rhythm, stress, and intonation when speaking English.
Comprehend	<ul style="list-style-type: none"> 17. Students does not comprehend/ understood what the speaker says. So, it can be caused misunderstanding. 18. Students confused to understand the meaning of word or sentences well. 19. Lack of focus on speaking skills in educational system. 20. Students have difficulty to understanding the knowledge of the language learnt and its usage in communication.
Lack of confidence	<ul style="list-style-type: none"> 21. Lack of confidence is one of causes of the problems in speaking English. 22. Students are not confident to speak English in front of people and lecturer. 23. Students are not confident to share their opinion in

	<p>the classroom.</p> <p>24. Students feel their classmates will underestimate them when they speak English.</p>
Fear of mistakes	<p>25. Fear of making mistakes is one of causes of problems that students faced in speaking skill.</p> <p>26. Feeling uncomfortable to make mistakes.</p> <p>27. Students feel afraid and shame to make mistake.</p> <p>28. Students feel afraid when the lecturer corrects their mistakes in speaking English.</p>
Anxiety	<p>29. Anxiety is one of causes of students' problems in speaking English.</p> <p>30. Feeling afraid to express opinion in front of the classmates.</p> <p>31. Students feel frightened when the lecturer asks them to answer questions in the English class.</p> <p>32. Speaking English anywhere makes me feel worried.</p>
Shyness	<p>33. Shyness is one of causes of problems in speaking skill.</p> <p>34. Students feel shame to speak English in front of a friend or teacher.</p> <p>35. Students feel embarrassed to ask questions with the teacher.</p> <p>36. Students are afraid being laughed at by their classmates.</p>
Lack of motivation	<p>37. Lack of motivation is one of causes of problems in speaking skill.</p> <p>38. Students tend to switch to their mother tongue during group work or pair work.</p> <p>39. Unfriendly atmosphere of the classroom when learning speaking skills take place.</p> <p>40. Lack of support to use English in the home environment and the community.</p>

